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REPRESENTATION ETHNOLOGICAL CONTENT IN GEOGRAPHY TEXTBOOKS FOR 2ND GRADE GYMNASIUM

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Abstract: The interdisciplinary teaching-scientific disciplines and all participants in the educational process, the school becomes an environment in which, in addition to teaching and learning, fosters the harmonious development of personality of students with various aspects. Geography and ethnology ratio is determined by their position in the system of scientific disciplines and tasks that have in education. From ethnology as a science is the selection of content, according to educational and functional tasks of teaching geography in specific socio-historical context. In geography textbooks represented ethnological themes through the study of the origin, beliefs and customs of a nation or community. As such, characteristics of the different analyzed ethnology people, by studying the relations between them, and thus enrich the geography textbooks. Ethnological facilities are very suitable for the teaching process because they enable wide application forms and methods, as well as a wide selection of new information and communication educational technologies. The aim of this paper is based on defining similarities and differences between geography and ethnology, as well as related and in many ways related to science and unbreakable. The aim of the paper points to the scale of the ethnological contents in geography textbooks for Secondary school. The results show that in terms of geography and ethnology, there are some similarities, but also differences when it comes to the interpretation of certain phenomena, processes and principles. Based on the results, proposals are defined which are contributing to a more efficient study of ethnological content with the aim of more obvious, more permanent and more practical adoption of students' knowledge.

Key words: geography, ethnology, textbooks, gymnasium, educational tasks.

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Introduction

In the institutional education, considered to be the most important school because students attend at the age when they are most open to new knowledge. Without diminishing the importance of informal learning, formal education in Serbia is more common, due to the fact that it is mandatory (Ćalić et al., 2013).

Geography studies the part of the space in which, under the influence of the man and his work has led to changes in the natural environment and mutual unity of natural and social elements. By studying the elements of the geographical environment, their mutual connection and interdependence, it has a wide selection of various topics. Geography seeks to engage in didactic system of basic and fundamental knowledge, guided by the principle of exemplary elections and giving priority to facilities which have transfer character and significance.

Ethnology is the science that studies the origin, beliefs and customs of a people or community, and thanks to its facilities, is correlated with geography, and other sciences. Compared with other disciplines, orientation towards reality of modern ethnology has its advantage (Pavićević, 2011).

Tradition, culture, rites, rituals, ceremonies, celebrations, festivals and holidays are just some of the etiological concepts with which students already happiness during the 1st and 2nd grade elementary school within the elective course folk tradition. The subject of nature and society is also part of the study ethnology. In the second cycle of primary education, the contents of Ethnology are studied as integral parts of Geography, History, Serbian language, and Musical culture. During the High school Ethnological knowledge grow to Sociology and Art. Bearing in mind that ethnology as a subject does not exist, it is necessary to interdisciplinary content from different sciences. The aim of such teaching is designed for students to actively participate in the learning process that allows them to work independently using different sources and literature, with the aim of gaining knowledge and experience applicable in practice.

Contents in Geography textbooks for Secondary schools at the same time covering an important area and Ethnological. As such, textbooks are the relevant part of the curriculum and have an important role in the acquisition of theoretical and practical knowledge of students. The role of geography textbooks for secondary schools is to expand basic ethnological knowledge that students acquire during elementary school. Since the study of traditions, rites and related phenomena from the broader standpoint of complex

approach to the selection of those ethnological who contribute most to the development of critical thinking and the formation of all-round development of personality of students.

Previous research

Start ethnology represent thought and consideration of the German philosopher Johann Gottfried Herder, written in the last decades of the XVIII century. Romanticism is the period when they appear the first ethnological ideas. Ethnology has become a science of rural strata of the then European societies. The task of ethnologists was to go among the rural population of their countries, captures and collects everything that has to do with the rural culture. In this way, ethnology becomes *volskunde*, as the Germans call it, that is, the science of people (Bogojević 2014). Ethnologists have attended some pre-existing idea of a nation. The starting point for the research consisted of customs and artifacts of material culture which ethnologists on the ground determined the extent to which the customs and artifacts spread. Similarly, the enlightenment is, for the most part of his life, nurtured the idea of a culture and its worldview.

Introducing Serbian nation with ethnology begins Vuk Stefanović Karadžić, who is collecting traditional songs and stories, at the same time determined and mapping Serbian ethnic area. In his Serbian vocabulary are identified ethnographic descriptions of certain words and can be considered as the first Serbian ethnography. His successor was Milan Đ. Milićević, but he was not a professional ethnologist and in the period of the 1870s and 1880s still can not speak of the existence of professional ethnology in Serbia because it mainly boiled down to ethnography.

At the end of the XIX and early XX century scientists go to school abroad to familiarize themselves with the classics of ethnology, anthropology, archeology and sociology. The credit for the development of ethnology in Serbia belongs to Sima Trojanović who in 1901 year became the first director of the newly founded Ethnographic Museum in Belgrade. The opening of the Museum of Ethnography, ethnology has not become an academic discipline. This happened five years later when Tihomir Đorđević and Jovan Erdeljanović start of lectures at the Ethnological Seminar Faculty of Philosophy in Belgrade (Bogojević 2014). After World War I, Serbian ethnology experiencing upheaval caused by the unification of Serbs, Croats and Slovenes and never could study only one nation. Ethnology has become a science that has been given the task to scientifically prove the idea that the Serbs, Croats



and Slovenes actually three tribes of one nation. Jovan Cvijić, although after aspiration geographer, becomes the leader of this approach, and next to it the most important name is certainly Vladimir Dvorniković.

Ethnology as a subject first appeared in Croatian schools Decision of the Ministry of Education of the Kingdom of Yugoslavia on the new curriculum for secondary schools in 1930. During school year 1931/1932 teaching in the 7th grade of high school, classic, real gymnasium, realka and in the wider context of the subject of geography. It was intended for her the two school class per week in the real gymnasium, and one class per week in a classic gymnasium and realka. Since the common state of Serbs, Croats and Slovenes was created in 1918, the question is why ethnology was classified in the curriculum only in 1930. In the Kingdom of Serbs, Croats and Slovenes did not exist a unified educational system, but until 1929., teaching take place according to inherited patterns of school, so that was a total of seven (Škrabalo 2009).

The basic features of ethnology in the Kingdom of Yugoslavia (1931-1939) are reduced to a connection with ethnography, wherein ethnology defined as the science of the people, origins and development of culture and as a description of the specific ethnography traditional culture of a people. Background for teaching along with, curriculum, and accounted for Program and methodical instructions to work in secondary schools, issued by the Ministry of Education. Based on this program and theoretical bases of 1932 was released textbook by Jovan Erdeljanović *Ethnology*, professor of ethnology at the University of Belgrade. The textbook was reissued in 1936 titled *Fundamentals of Ethnology*. The greatest emphasis in teaching and textbook-based is put on general ethnology, or anthropogeographically structured and interpreted examination of cultural phenomena of humanity in the present and the past. Ethnography has been reduced to a brief overview of the ethnography of the Serbs, Croats and Slovenes (Škrabalo 2009).

At the end of the World War II, ethnology was declared a bourgeois nationalist doctrine and threatened her with the abolition of universities across the country. The first step in this process marked the abolition of teaching in ethnology in gymnasiums. Ethnological contents continue in the anthropogeographically, historical and geographical context. In the curriculum for the gymnasium 1944/1945 year there is a third building block of the then school program - the economic development of mankind, which is in line with the construction of a new society understood the economic determinism (Škrabalo 2009). Thus, the space in geography in high school, who had previously filled ethnology, since 1944 in the first place, in all grades, devot-

ed to economic geography. In the first years after the war ethnology is mentioned, but again together with antropogeography, history and geography.

From Dositej Obradović and Vuk Karadžić, the Serbian Society over the ceremony, Serbian Learned Society, to the law on the establishment of the Serbian Academy in 1886. in which it is prescribed and research work of ethnographic Serbs and Serbian neighborhoods, to merit that belong to J. Cvijić, T. Đorđević and J. Erdeljanović, their predecessors, associates and followers, to the initiative of the President of SASA Aleksandar Belić, based on the paper corresponding member of SASA Vojislav Radovanović, 1947., a decision was made on the establishment of the Ethnographic Institute. The Institute was founded with the mission to organize the systematic and planned study of the settlement, origin of the population, traditional life, rituals and beliefs, and folklore in our country and in our nation (Радојичић 2005).

Significant ethnologists 50s, 60s, 70s and 80s were Špiro Kulišić, Milenko Filipović, Mirko Barjaktarović, Đurđica Petrović, Srebrica Knežević, Petar Vlahović, Nikola Pavković, Dušan Bandić and others. Department of Ethnology Faculty of Philosophy in Belgrade in 1990 changed its name to the Department of Ethnology and Anthropology. Changing the name indicating the gradual reduction of interest of ethnology in serbian scientific tradition. Ethnology as a separate subject is definitely no, but there are traces of her.

Methodological approach

The aim of the research is to determine the presence of ethnological content through the analysis of geography textbooks for 2nd grade of gymnasium. The tasks of the research consists in defining and specifying ethnological terms used in geography textbooks; presenting the contribution of ethnological research in studies of geographical problems; recognition and interpretation of typical ethnological themes in geography textbook for the 2nd grade of gymnasium. Starting from previous studies, shows the development of ethnology as a science, teaching and discipline of the subject. Analyzing Curriculum points to the interconnectedness and interdependence of geographical and ethnological. The paper presents the examples of interactions between the geography and ethnology as multidisciplinary sciences. The authors consider that the geography and ethnology, on the one hand, clearly demarcated, and on the other hand, in the related fields of research. The interdependence of these sciences refers to the importance of understanding the multidisciplinary nature as necessary preconditions interpretation of the



contemporary world. Need for field research as a basic requirement of any geographical or ethnological interpretation. The methodology adapted to the specific problem is important for the successful research and to some extent the product of different traditions. Therefore, the authors point to the importance of communication between geographers and ethnologists.

Ethnological contents in textbooks geography contribute to the identification and explanation of the general elements of the culture and the culture process; presentation of tradition, folklore and a symbol of identity, ethnological and cultural-anthropological study of the village; handicrafts, garments, gastronomy and souvenir provided; presentation for the promotion of tourist destinations; the use of tradition in rural tourism and enrich cultural diversity. In this way, the students become familiar with the basic concepts and methodological approaches in learning the traditions and cultural heritage. During the teaching, the teacher is the model of the students and with them in constant communication having the possibility to influence the formation of their attitudes and habits (Jovanović et al., 2016). The main task of teachers in ethnological presentation is that students understand, recognize and respect cultural diversity and to prepare them for the application of knowledge in continuing their education.

Results and discussion

The textbook, as a teaching means, is one of the main sources information and therefore plays an important role in teaching geography. The textbook contributes to the activation of students in the teaching process, better understanding of the geography and the efficiency of learning. To accomplish its function tutorial it is important that, in addition to the basic text, contains a didactic-methodical apparatus that provides the conditions for independent work of students and contributes to the efficiency of learning (Живковић, Јовановић, Рудић 2015). In the modern school textbook is one of a small educational technology and does not omit a medium already has its place within the media sources of knowledge. As a source of knowledge required in teaching and school learning, the textbook is a fundamental point of encounter between the professional competence of teachers and expectations of students used to realize teaching communication. Democratic schools can use it as a useful means in the function of flexible organization of learning and teaching process, integrated and enriched with other texts and publications (encyclopedias, magazines, manuals, atlases, dictionaries), as well as modern information and communication technology education.

In western countries, over the past years, the textbook has been the subject of discussions and disputes. As a substitute for the proposed textbooks that are made in collaboration with students in the classroom, a variety of books from the school or classroom library, as well as the development of teaching leaves after treated subjects. The content, structure, graphics and visual apparatus textbooks qualitative progress in scientific worth, methodically well-structured and adjusted textbooks interests and abilities of students. While the textbook authors are responsible for the methodical creation of content and equipment textbook publishers for their quality, content relevant skills prescribed by the Curriculum issued by the competent Ministry.

The textbook selection phase, a decisive role is played by teachers, whose selection is based on current events, the quality of its didactic and methodical processing, adaptation abilities of students, methodical apparatus attractiveness and quality of technical processing. The textbook should be properly designed methodical and didactic which includes current and comprehensive content, functional form, optical graphics equipment. A number of textbooks has a traditional character which is in the modern world are considered conservative because they foster the values (patriotism, respect for traditions and customs) that are not in accordance with the requirements of modern society. However, according to the authors of literature in this range these features are important in the formation of national consciousness and sense of belonging to my people. Adoption of geographic content includes nonlinear and interactive model. Modern teaching is based on the two-way interaction and communication, which require a pleasant, harmonious and stimulating atmosphere (Живковић, Јовановић 2015).

Research on the representation of ethnological geography textbooks for the 2nd grade of gymnasium conducted a qualitative analysis of the content of textbooks: Geography for the 2nd grade gymnasium (Ђурић 2010) and Geography for the 2nd grade gymnasium (Вујадиновић, Шабих, 2014). The analysis of the representation of ethnological geography textbook authors sought to establish their presence by category important for the development of national consciousness: language, culture, customs and traditions, historical and religious themes because education means students respect and understanding of all peoples and nationalities. Methodological categories are content analysis of basic texts (from the beginning to the end of the teaching unit) and methodical-didactic apparatus which is schoolbook equipped. An analysis of the textbook is achieved according to the categories methodical-didactic forming: illustrations (drawings, images), a chart, geographical and historical maps. It also includes an introductory motivational content, ques-



tions and tasks to test their knowledge and independent work of students, literary texts, national symbols, keywords and summaries.

For the aim of comprehensive approach ethnology in the research, in addition to the interpretation of textbooks, and the analysis curriculum geography in gymnasiums. Already in the first sentence of the geography curriculum for the gymnasium prescribed by the Institute for Advancement of Education highlighted the importance of knowing ethnological. Adoption ethnological students need to understand the contemporary realities and the development of moral values, tolerance, respect, and commitment to a multiethnic, multilingual and multicultural world. From a total of 13 tasks of teaching geography in gymnasiums, 3 are directly linked to ethnology, which relate to the development of the feeling of social belonging to their nation and culture and contribute to the preservation and nurturing of national and multicultural identity. He also emphasized the development of cooperation and solidarity between members of different social, ethnic and cultural groups. As a special task allocated identify and operate correlation between geography and other sciences.

The program structure of the content for the 2nd grade of gymnasium basically consists of cartographic and socio-geographical themes. Studying racial structure, diffusion of language, culture and civilization zones, origin and ethnic composition of the world's population, geography is inextricably correlated with ethnology. Analyzing the categories relevant to the development of national consciousness (language, culture, customs and traditions, historical and religious themes) in Geography textbook for the 2nd grade of Gymnasium dominated by issues related to culture and language that are imbued with historical and to a lesser extent religious issues. When adopting ethnological concepts that students need to first understand the essence of knowledge of the social factors of the past that have influenced the development of events in the present. Causal connections and relationships are another characteristic that is common in the study of geographical and ethnological. The population structure by ethnicity, religion, cultural and historical attractions are topics that are geographically and ethnology alternate and complement. Topics of culture, history, customs and traditions in both textbooks specially treated within the geographical region of the world. Within these curriculum topics interrelated contents of geography, ethnology and history which confirms that the necessary comprehensive approach to efficient corresponding and acceptable knowledge of the students.

Characteristics that are common to both textbooks have been defined through the original text which is comprehensible to the students at this age,

clear and precise, methodical and didactical shaped, their acquired knowledge, enabling their use in new situations. In both authors of textbooks specifically analyze the settlements as a common theme geographers and ethnologists, but the analysis itself village is different. By studying a specific village, geography, analyze the geographical position, size, type, as well as the functional development. Population are analyzes through the structural component according to gender, age, working ability, and the natural migratory movements. Ethnologists interested in the settlement only as a place of traditional life. His research is based on descriptions of old types of houses and their internal environment, as well as commercial properties. Ethnologists usually do not take into consideration the environment by people, which is an important indicator to understand the life and work of the population in the past. National culture, customs and traditions, historical and religious themes in both textbook intertwine, complement and connect.

Methodical-didactic apparatus which is a textbook В. Ђурић (2010) equipped contain charts, tables, questions and tasks, and a small number of geographical and historical maps. It is the didactic and methodological textbooks apparatus according to one of the elements being analyzed textbooks geography for gymnasium different. The methodological elements in the textbook В. Ђурић (2010) are insufficiently represented, in contrast geography textbook for the 2nd grade of gymnasium (Вујадиновић, Шабић, 2014) where the basic text accompanying the geographical and historical maps, photographs, pictures, key words and concepts, summaries, questions and tasks for independent work students, tables, graphs, which contributes to a more effective understanding of ethnological. Especially important are the photos of cultural and historical monuments and traditional costumes from the geographical region of the world. The difference is in the content that relates to specific educational topics.

As one of the main economic and geographic features of the world, a special place in the textbook authors Вујадиновић and Шабић (2014) occupy the facilities on globalization and global processes. We talk about the cultural characteristics of globalization, values and ideas of different civilization, which enables connection to ethnological and historical attractions. The textbook authors (Вујадиновић, Шабић, 2014) are the main body of text define the term ethnicity, ethnic territory, a letter and other ecological terms, then each term are explained in detail, and the entire teaching unit is enriched examples which serve to increase understanding of geographic and ethnic topic. How would the students have gained full insight into significant issues through questions to test their knowledge, pupil points to the



importance of independent research necessary for better ethnological understanding. At the site of the latest textbook (Вујадиновић, Шабих, 2014) presents the basic data on the countries of the world as well as a glossary of terms which significantly differs from the textbook В. Ђурић (2010) in which these facilities are not represented. Analysis of geography textbook for the 2nd grade of Gymnasium shows that it is necessary to connect the ethnological and geographical content for certain specific areas of science both in order to be certain topic comprehensively.

Conclusion

Geography as a subject provides a variety of programs that promote the activation and thoughtful reasoning. This is especially true for geographical-logical thinking which allows us to understand phenomena, processes and principles of the natural and social environment. In this regard, it is necessary to identify students' abilities, skills, talents and interests. Understanding and linking geographical and ethnological terms of students is realized awakening of national consciousness, the development of positive feelings, tolerance, and mutual respect of other people, their religion, culture and customs. The key point which builds a new society is education. The new company selects and uses the knowledge you have chosen, developing problem-solving skills and critical thinking (Dilek Eren, Akinoglu, 2013). In order to address cultural and social issues should be introduced participatory approach to education which, through the development of a specific program requirements and build confidence in the community (Coe, Ćvorović, 2017).

Analysis of the representation of the ethnological content in geography textbooks for the 2nd grade of gymnasium indicates that it is possible to determine the relationship between the ethnological and geographical terms, which are touching each other and complement. In this regard, it is necessary to observe the teaching process from an interdisciplinary point of which is the social need today. The results show the existence of common themes that deal with different aspects of how geographers and ethnologists, a topic in social issues and relate largely to the population and settlements. Studying rural settlements, ethnology explore traditional culture characteristic of the population that inhabits these spaces. The traditional life of the rural population is the main domain of ethnology. Modern life is conditioned by the processes and patterns of social reforms and is determined by the natural and migration developments. He is beyond the reach of ethnology and

the subject of social geography. In order to form a versatile personality of students required is a comprehensive study of geography, but also their connection with elements of ethnology that contribute to the understanding, monitoring and predicting social phenomena, processes and principles.

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