

## THE ROLE OF GEOGRAPHY TRAINING IN BULGARIAN SCHOOL FOR IMPLEMENTATION OF THE IDEAS OF INCLUSIVE EDUCATION

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### ABSTRACT

The development of inclusive education ideas in Bulgaria over the past few years has been a strategic policy in the field of education. This policy is in response to processes to eliminate all forms of forced school leaving for children. Inclusion in education is based on the understanding that all children are different and that the school must change to meet the individual needs of each child for active learning. Dropout children from general education, for various specific reasons, are directed to specialized schools and homes where they continue their education separate from their classmates. Usually, the curricula in these schools are designed according to standards and criteria other than those in general education. For this reason, dropping children do not receive equal access to education that is contrary to their constitutional rights. Geographical education, whose main purpose is to form the foundations of geographical culture, in our view, has the potential, through various methods and forms of general education, to respond to this worrying trend. Teamwork and work on school projects based on the content base of the subject Geography and Economics can be the key to solving this problem. By forming geographical literacy, competence and patterns of behavior in the geographical space, it is possible to increase the interest in education and drop-out children from the education system to find a form for inclusion in an active educational process, along with their classmates. Research methods: Theoretical analysis, empirical analysis, qualitative and quantitative analysis and evaluation.

**Keywords:** Geography, training, inclusive education, Bulgaria

### INTRODUCTION

Inclusive education is an education and policy aimed at eliminating various forms of exclusion in education. The ideas of inclusive education are rooted in the view that all people are different and that the school must change to meet the individual needs and needs of each student, whether or not there is a special educational need. The ideas of inclusive education are also rooted in the position that every child has the right to quality education in the general education system, regardless of differences. The ideas of inclusive education are closely linked to groups of children who are at risk of being socially and emotionally isolated from the Bulgarian education system.

Geography, as a subject at school, can help to promote the ideas of inclusive education, because by its content, geographical education raises students' interest in the outside world, engages the child in the problems of modern times and introduces him to the diverse and very interesting picture of geospatial. It increases the emotion in the educational process, because through the teaching of the subject to the student reveals the truth about the surrounding reality. The driving mechanism for the realization of

geographic education in school is the achievement of its main goal. Ideas for inclusive education can be realized by achieving this goal.

## **DATA & METHODS**

As a major element of the geographical education system, the main objective has been the subject of research interest by a number of authors. Most of them associate it with the formation and development of students' geographical culture. In the concept of geographical culture, different authors impose different content.

According to Maksakovsky geographical culture is part of the general culture of man. It is associated with mastering a scientific geographical picture of the world, which includes: geographical knowledge of nature, population, economy, geographical regions viewed in constant interconnection; geographical thinking whose characteristics are spaciousness, complexity, concreteness and constructiveness; language of geography - a set of terms, concepts, facts, numbers, dates, geographical names, and more. or geographical nomenclature. [1] According to the same author, the introduction and mastery of geographical science methods, both general and geographical (physical and socio-economic geography methods), is of great importance for the development of geographical culture. [2]

According to Barinova and Bondarev, the content model of the concept of "geographical culture" contains the following components: motives for socio-geographical activity, activity planning - presupposes certain goals, choice of means, search for optimal solutions - this requires two more components of geographical culture - scientific geographical knowledge and scientific geographical thinking, which together may be called geographical competence, more - social geographical activity and self-control. " [3] We accept the authors' understanding of the essence of geographical culture as a unique type of activity, as it is in line with contemporary design, to achieve the goal of geographical education. At the same time as Gaitandzhieva, we believe that geographical culture cannot be achieved without the availability of geographical knowledge and geographical thinking.

According to Pinchmel, the purpose of geographic education must be related to the acquisition of knowledge about the spatial differentiation and relationships of the earth's surface, which in turn relates to the interconnection and interdependence of the objects studied by geography. Differentiation thus gives a special character to the individual localities and the environment, leading to a characteristic organization of the geographical space. Geographical education creates values that are defined as absolute (geography-specific only) and relative, resulting from the relationship of geography as a subject to other subjects. [4] Pinchmell's assertion of values is relevant to this study, as geography training contributes to improving the multimedia presentation skills acquired in the Information Technology course and enables its application in the acquisition of new geography content.

According to Kanchev The purpose of geography training is "to build a scientifically objective geographical picture of our home country, country and world in which we live - infinitely interesting, beautiful and diverse, but with a real threatened future and acute problems and contradictions that present and the generations to come must decide. " [5] The goal of geography training thus formulated can be achieved through a modern organization of the learning process that allows for the maximum development of activity, autonomy, creativity and initiative. [5]

According to Gaitandzhieva, the main aim of geographic education is the formation of students' geographical culture, as part of their general culture, for understanding and rational activity in the geographical space at all levels: global regional (national) and local. According to the same author, the geographical culture is formed in the following stages: geographical literacy, geographical competence and patterns of behavior in geospatial, each subsequent assuming the presence of the previous one. The definition implicitly includes the formation of a value orientation (relationships and values). [3] This issue was addressed in Chapter One.

According to Manoilova, the purpose and tasks of geography training are a reflection of social change .... It is of interest to us that the author sees the achievement of the goal of geographic education by "introducing modern pedagogical technologies, electronics, computerization of teaching. , use of multimedia products, etc. " [6]

The ideas of forming the geographical culture of the students are also connected with the views of Batakliyev stands up-to-date today, which states that: "Geographic learning should create a geographic culture and a habit of geographic reasoning for students, which leads to logical thinking." [7]

For the purposes of the study, we investigated the status of the problem for the purpose in some countries with advanced education systems. In the course of the study, we found similarities in the general and private didactic aspects of targeting between Bulgaria and Germany on the one hand, as well as innovations on goals that are similar for Germany and other countries in Europe. This gave us reason to study German educational theory and practice in more detail, to apply the ideas in formulating the goals of the model. We group the results of our study in the following areas:

Basic ideas from the theory of purpose: Goal orientation is a guiding (guiding) principle of training; Goals are the basis of any training since training; The objective encourages effective planning of training. [8]

The justification of the objectives of geography training: Public interests, needs, standards of behavior; Life values (in the present and the future); Students' interests, their needs and abilities; The importance of geographical science; Current status and traditions in didactics.

The purpose of geographical education is the competence for activity in the geographical space, as a set of general and specific geographic (subject) qualifications. The opinion was unanimously accepted by all leading authors. Of particular interest for the study are the specific geographical qualifications, which are: Spatial - related to space exploration (knowledge and orientation skills, cartographic knowledge and skills); Spatial structures - making decisions about geospatial behavior (for residence, choice of places for recreation, etc.); Processes occurring in geospatial (knowledge of dynamic changes in geospatial); Geospheres (knowledge of the geospheres, as part of the global geosystem, on the one hand, and the processes and phenomena that characterize them on the other, with an emphasis on the circulation of matter and energy; Global relationships and relationships (think globally, act locally); Spatial patterns and spatial patterns (knowledge about them and their territorial manifestation); Spatial ethical categories (willingness for competent behavior in geospatial).

The purpose is differentiated between "teaching purpose" and "learning objective", which refers to the same thing - the achievement of competence in geospatial, but from a different perspective (that of the teacher and that of the student). [9] The goal is achieved when the student is motivated and accepts the teacher's opinion that he / she must learn a

particular content or be motivated by the teacher to direct himself / herself to the goal. [10]

In our view, one form of work to achieve the goals of geographic education can also be through project work, since the goal is achieved through activity based on motive. Involving students in educational activities can, on the one hand, achieve the objective of geographic education and, on the other, introduce educational policies and strategies for pre-primary education targeting children at risk, at risk of falling behind or dropping out of the educational process. Achieving the goal of geographic education and carrying out activities for the preparation and implementation of student projects can create conditions for increasing the activity of students, which in turn can lead to satisfaction with the work done, a motive for learning and active participation in the educational process.

Developing educational projects in geography training aimed at solving natural or socio-economic problems can broaden students' horizons for the outside world, thereby increasing the interest in education, involving the student in group work according to personal needs. its capabilities. "Project-based learning advocates cite the many benefits of implementing these strategies in the classroom, including greater understanding of concepts, a broader knowledge base, improved communication and interpersonal skills (social skills, enhanced leadership skills, enhancing creativity) ". [11]

Project-based learning can be seen as one of the ways to achieve a new type of educational interaction focused on the differences of children, creating a condition for a fuller unfolding of their personal qualities, which aims to activate their cognitive abilities and personal satisfaction with the educational process. Project work intensifies learning as opposed to the student's passive participation in geography training. Lack of interest in education is usually at the heart of dropping out of school, and raising it can help to involve the student in activities in the educational process in geography and ultimately lead to the achievement of the goals of geographic education.

Working on educational projects in geography training can help: foster collaboration and tolerance of others; providing conditions for the formation of individual knowledge, not their reproduction; group work and mutual assistance in the case of infirm grandparents; providing opportunities for personal expression, depending on each child's knowledge and competences, unique in their development; the realization that individual project work is related to the overall success of the group.

## **DISCUSSION AND CONCLUSION**

The ideas of inclusive education in the Bulgarian education system play an essential role, aimed at children at risk of falling behind and dropping out.

The main objective of geographic education is to form the foundations of the geographic culture of students, and in our view, this can be done by developing student projects and involving students in group forms of school work.

Inclusive education can be achieved through the development of student projects in a broad interdisciplinary context, including through geography training.

Geography training can be very interesting, turning the student into an active subject in the educational process, which can increase interest and hence the desire to learn.

Geography, as a subject, can play a positive role in realizing the ideas of inclusive education in the Bulgarian school by developing student projects.

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