

## METHODOLOGICAL INTERPRETATION OF THE PROFILED GEOGRAPHY PREPARATION OF THE BULGARIAN SCHOOLS IN THE SECOND HIGH SCHOOL STAGE

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### ABSTRACT

The school subject *Geography and Economics* as a compulsory general education and profiling builds the foundations of social and civic competences in integrative synthesis with other school subjects in the public cycle. The profiled preparation is normatively located in the second secondary high school stage of the middle degree, comprising a total of 6 modules. The situational analysis covers the 6 compulsory modules and presents the composition of the school content, the hororium, the goals, the structural-content framework of the state educational standard, profile belonging, requirements for the training results for knowledge, skills and attitudes.

The materials on which the situational analysis was made are the Law on pre-school and school education and its by-laws, the State educational standard in geography and economics for profiled preparation, and the curricula in geography and economics in profiled preparation. The methods by which the methodological interpretation is implemented is situational analysis, content-analysis, complex, integrative, research analysis and systematic and competence approach.

The results of the analyzes are presented in a logical matrix and in graphical models, through which the geographical synthesis and the profiled vision of the learning content in geography and economics are deduced.

Identifying the realization of the specific goals of geography and economics training in the profiled preparation secures the expansion and the deepening of knowledge and skills about natural, demographic, geopolitical, economic and social phenomena and processes, the formation of the geographical culture of understanding and reasonable activity in the geographical space and the formation of models of behavior for active citizenship position of the trainees.

**Keywords:** Geography and economics, profiled preparation, situational analysis, geographical synthesis, compulsory module

### INTRODUCTION

The Bulgarian educational system is in a period of reforms from 2016 and is accompanied by new laws and regulations, preserved educational traditions and successful established pedagogical practices, pedagogical novation and innovations. Geography and economics training is a normatively defined process in the Bulgarian school, which is procedurally established in the new realities for compulsory general education and profiled preparation.

The integrative interaction between the stages and the degrees of education in general education and profiled preparation is an expression of many years of scientific and methodological-didactic symbiosis and traditions, response to the needs of the democratic society and social relations, the global educational trends and the status of the school geographical education.

## METHODS

The methods by which the methodological interpretation is implemented is situational analysis, content-analysis, complex, integrative, research analysis and systematic and competence approach.

## DISCUSSION AND RESULTS

The study of the school subject *Geography and economics* jointly at the level of engagement with the key competences with other school subjects of the Bulgarian school – *Environment, Man and society, History and civilizations, Philosophy, Civic education* meaningful build and form the basis of the social and the civic competences in integrative synthesis. [1]

Compulsory general and profiled school subject in the Bulgarian school and in the new realities remains – *Geography and economics*, as one of the 20 school subjects of the compulsory general education and one of the 15 school subjects of profiled preparation (Fig. 1). [1, 2]



**Figure 1.** Macro-frame in place of the school subject *Geography and economics* in the system of the general education and profiled preparation

The research of the normative surfaces between the general educational and profiled preparation in geography and economics reveals significant specifics, some of which are traditional for the Bulgarian school education, but others are newly introduced as a result of the educational reform of 2016.

The general education preparation in the school education is acquired through the study of the same general education school subjects, and is acquired throughout the school

training in 9 groups of key competences, which are also relevant to the profiled preparation.

The training on profile preparation as a composite part of the school education is a process that involves training, upbringing and socialization against the background of a unified state education policy and the fact that education is a national priority.

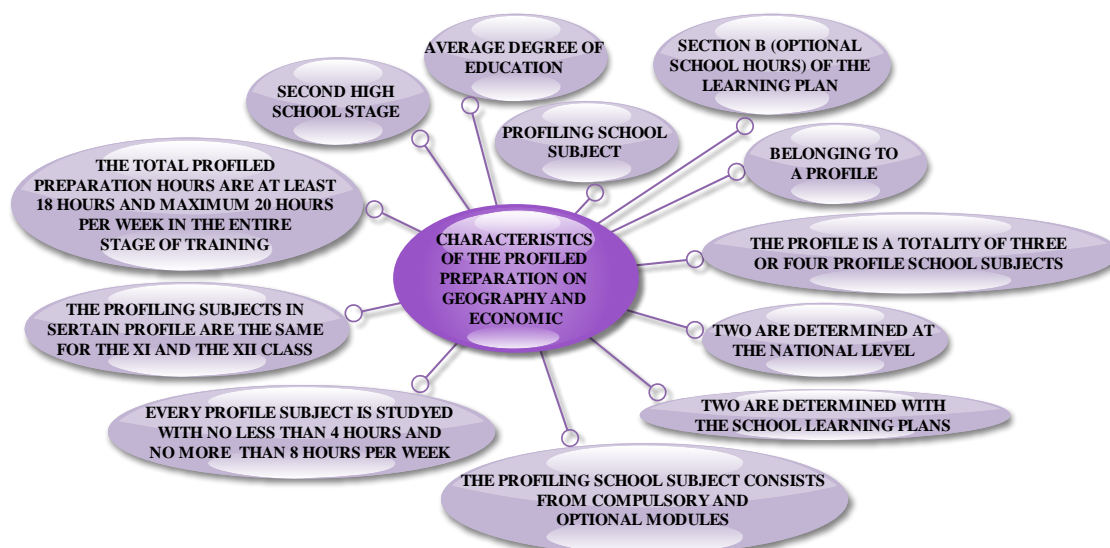
The normative framework for profiled preparation, including geography and economics, has been developed and procedure reglamented by state education standards (DOS), introduced for a total of 19 educational objects, processes and phenomena.

The fifth from DOS refers to the profiled preparation as „a set of the compulsory requirements for the results in the system of pre-school and school education, as well as the conditions and processes for achieving them”. [3]

The procedural possibility of profiled preparation in the second high school stage of the average educational degree is the realization of profiled education through extended preparation. There is also a normative „door” for the profiled education in secondary education „through general education and expanded preparation - in the first high school stage”. [3]

In this research, the methodological interpretation focuses on school preparation as „a set of competencies - knowledge, skills and attitudes necessary for the successful transition of a student to the next class, stage and/or degree of education which are related to the achievement of the goals of school education”. [3] In the context of the content of the school preparation, which is general education, extended, **profiled**, professional and additional, we direct and cover the scientific-methodological searches and researches only to the **profiled preparation in the second high school educational stage**.

The profiled preparation is characterized by specific characteristics that very clearly and precisely define the structural and substantive- content vision of the profiled preparation in geography and economics (Fig. 2). [2, 3, 4]



**Figure 2.** General characteristics of the profiled preparation related to the specialized school subject - geography and economics in grades XI and XII

The profiled preparation covers „deep competencies in a certain profile, defined by the state educational standard for profiled preparation”, and the optional profile is in total between 11 profiles in the fact that the profile is a complex of profiling school subjects, two of which are defined by DOS and the rest with the school learning plans: 1) Foreign

languages; 2) Humanities sciences; 3) Social sciences; 4) Economic development; 5) Software and hardware sciences; 6) Entrepreneurial; 7) Mathematically; 8) Natural sciences; 9) Fine arts; 10) Music; 11) Physical education and sports. [3, 4]

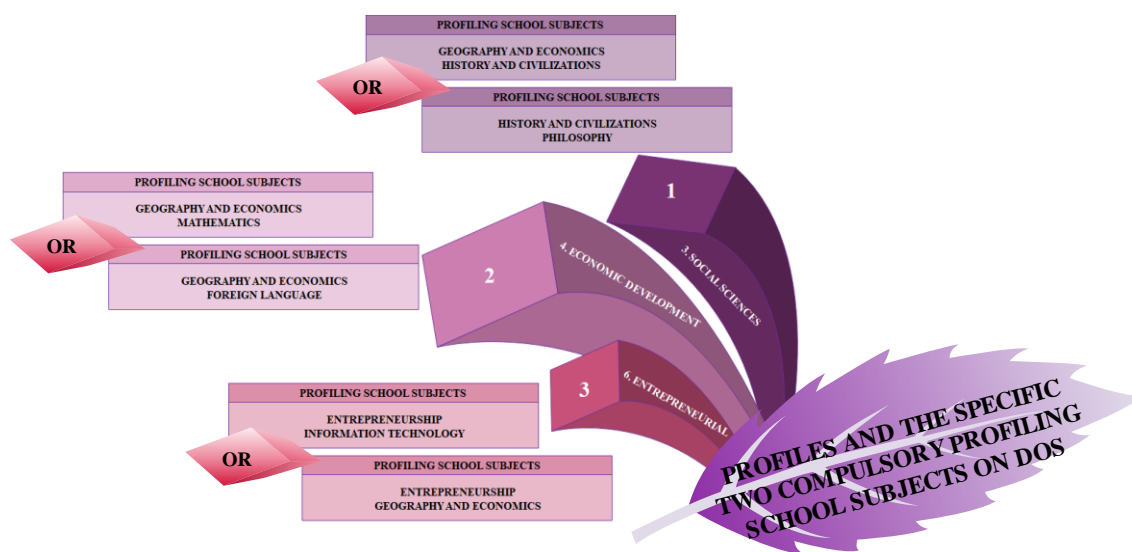
Another didactic feature is the positioning of the profiled training in geography and economics in the two classes at the second high stage of the average education, but according to specific profiles and models of **compulsory and optional modules**.

Of the 11 profiles that can be included the training on the profiled learning subject *Geography and economics*, there are three in total:

- Social sciences;
- Economic development;
- Entrepreneurial.

In only one of these three profiles the study of geography and economics is 100% guaranteed: **Economic development**. In the profile is regulated the presence of profiled geography preparation for both combinations – „*Economic development*” profile with *compulsory profiling school subjects Geography and economics and Mathematics or Geography and economics and a Foreign language studied in the first high school stage*”. [2, 4]

In the other two profiles – *Social sciences* and *Entrepreneurship*, the research of geography is set on an optional principle, which is not in the interest of the profiled geographical education and its training is not guaranteed (Fig. 3).



**Figure 3.** Normatively localization of the profiled school subject Geography and economics under the three procedurally acceptable training profiles

The DOS for the profiled preparation in the Bulgarian school designs the module training for each profiling school subject, the module being „a self-contained part of the profiled preparation in the respective profiling school subject aimed at upgrading competences acquired in general education preparation as well as in-depth competences. specific scientific and/or applied fields”. [2] Each profiling school subject consists of compulsory and optional modules that have deterministic characteristics (Fig. 4).

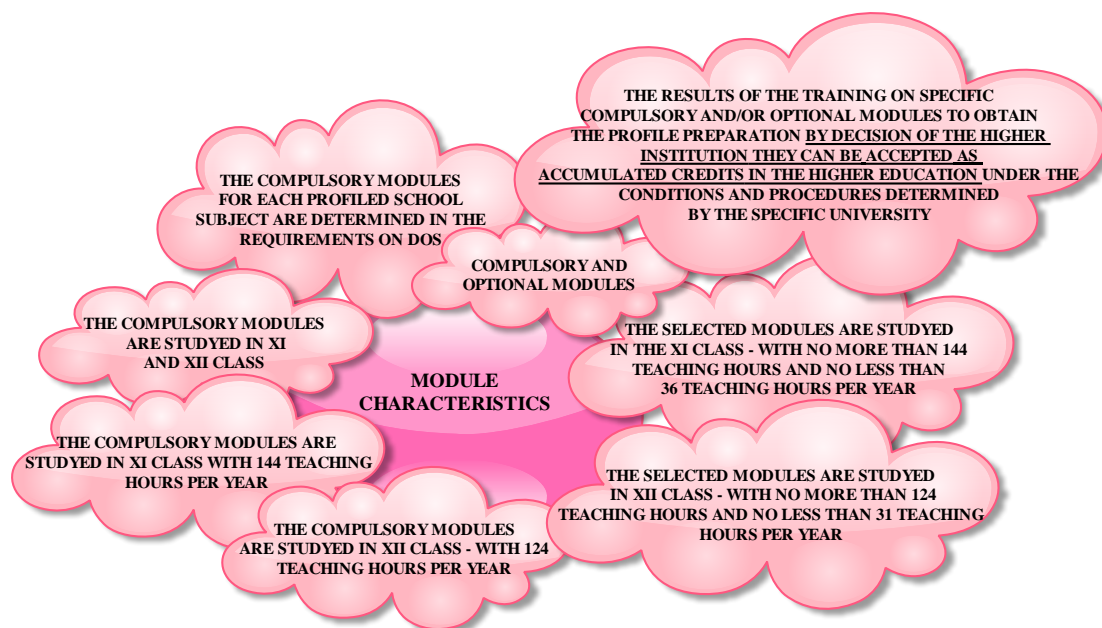


Figure 4. Characteristics of modules for the profiling school subjects

The requirements for the expected training results in geography and economics for profiled preparation include a three-module structure of specific goals – for knowledge and skills, for geographical culture and for modules of behaviors. [4, 5] The specific objectives are composed and relate to the six compulsory DOS modules (Fig. 5).

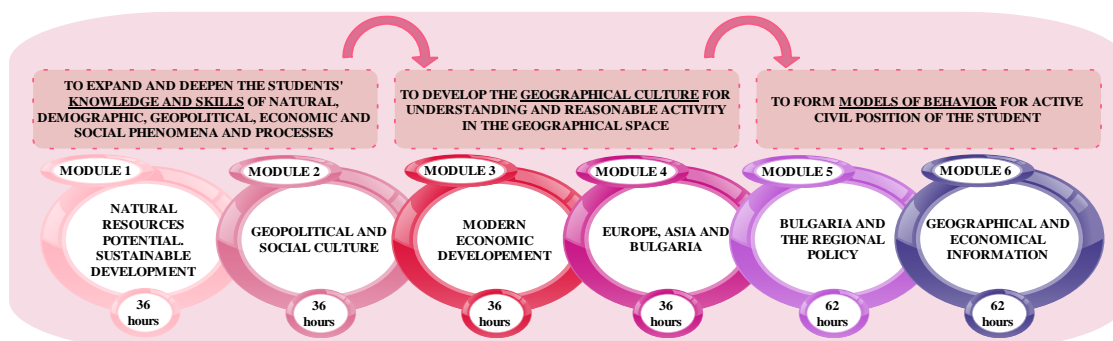
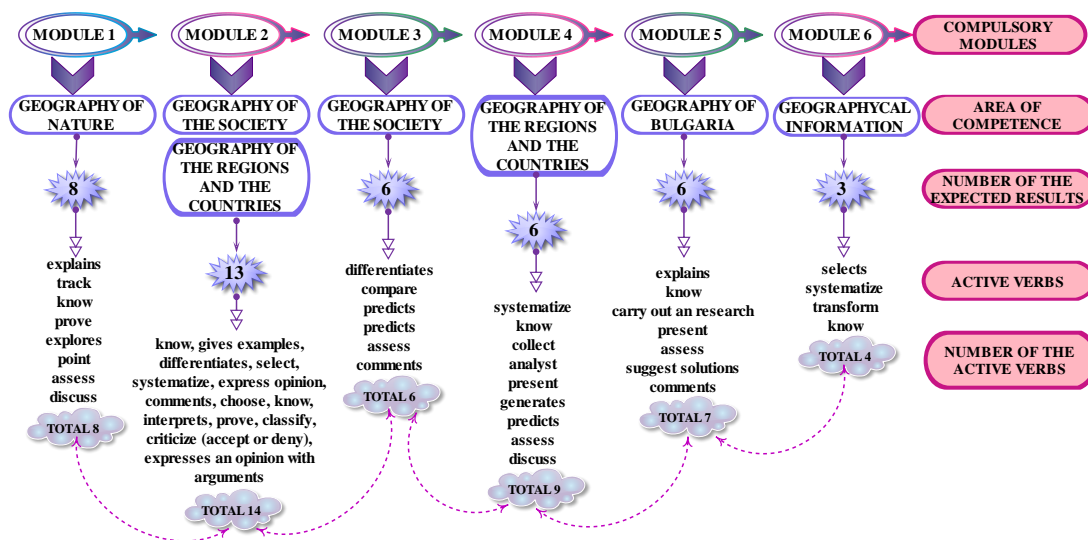


Figure 5. Specific objectives and compulsory modules of the profiled geography and economics preparation under the DOS

Each compulsory module of Geography and economics training contains the expected training results of *knowledge*, *skills* and *attitudes* - 42 in total, with one area of competence in general, with the exception of module 2, which covers two areas of competence – *Social geography* and *Geography of the regions and countries* that are independently in the focus of module 3 and module 4 (Fig. 6). The expected results are determined by active verbs - a total of 48, but with different repeatability and a predominant main function of the required action - productivity. The areas of competence are transferred from the same under the DOS, but for the compulsory preparation of grades V to X.





**Figure 6.** Graphic model of the compulsory modules, expected results and active verbs for the profiled preparation for geography and economics by DOS

Important for the acquisition of competencies necessary for successful personal and professional realization, active civic life in the modern communities, active and responsible civic participation, and the ability of the students to put into practice the acquired competencies are, in practice, the following expected results of geography and economics training: tracks the evolution of the planet's idea of sustainable development and discusses the sustainable development problem; prove the relationship between natural, demographic and social processes; expresses an opinion on demographic problems and on demographic policy at global and regional level; comments on hypotheses about the geopolitical development of the world; selects a model of active citizenship position in solving a significant public problem; interprets the manifestation of global problems at regional level and their impact on the development of the society; criticizes, accepts or rejects an alternative hypotheses for the future development of selected countries or regions; expresses an opinion with arguments on important international problems and conflicts; compares different models of the modern economic development in regions of the world; predicts the development of the energy in the world and major energy projects; predicts the impact of the high technologies on the global economic development; assesses the international economic integration as a factor for rapprochement and for overcoming disparities in economic development; comments on the development of transnational corporations; discusses models of personal behavior in the context of Bulgaria's integration into Europe; conducts a geographical survey for an optional area; presents the problems of the area/village in which a student lives; assess the modern geopolitical potential of Bulgaria as a factor for the development of the country; proposes solutions to overcome problems at national, regional and local level; selects basic methods for researching geographical processes and phenomena, etc.

**CONCLUSIONS**

All expected DOS results and the six compulsory modules are expanded and exhibited in geography and economics curricula for profiled preparation on topics of the school content, the expected results and the new concepts. The methodical interpretation of the profiled preparation in geography and economics in the second high school stage is

presented in a logical matrix (Fig. 7). The curricula for profiled geography preparation for each module include – main purpose, school content on themes, expected results and new concepts, annual number of hours, additional clarifications, specific methods and forms for assessing student achievements, key competency activities and interdisciplinary links. [6]

MODULE 1	MODULE 2	MODULE 3	MODULE 4	MODULE 5	MODULE 6	MODULE THEMES EXPECTED RESULTS NEW CONCEPTS ACTIVITIES ON KEY COMPETENCES INTERDISCIPLINARY LINKS BY KEY COMPETENCES
7	12*	9	1	9	6	
57	83*	47	33	78	58	
47	53	60	5	8	27	
7	7	7	7	7	7	
4	4	4	4	4	4	

\* Module 2 includes two areas of competence.

**Figure 7.** Logical matrix of methodological-didactic transformation of the compulsory modules of the DOS into the curricula in geography and economics in the profiled preparation

In the next two school years, the curricula for profiled geography and economics preparation in grades XI and XII will enter into force:

- **2020/2021** school year: geography and economics curricula for **XI grade**;
- **2021/2022** school year: geography and economics curricula for **XII grade**.

The educational reform in the country continues to this day, as well as the development of the scientific-methodological and didactic-applied evolution in the context of the DOS, curricula and textbooks on geography and economics.

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