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The Training of Gymnasium Educators in the Course of Local History: The Examination of a Complex Situation.

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The further education and training of educators, in order to be effective in reference to the teaching and educational method and practice, must be directly related to the subject, that the educator is called upon to teach, and also to be of service to it. This doesn't mean, that this training must be drafted and designed only to strengthen the learning grounding of an educator —anything but that this training must provide also the necessary educational equipment, given that the pedagogical and teaching approach is not fully expressed, but each time is dictated to a large extent by the specific teaching subject. For that reason, a certain teaching example will be mentioned, that will reveal to us the complex training needs, that an educator has, to deal with it. The Educational Institute has announced the introduction of the subject of Local History to be taught at Gymnasium and also the writing of a multiplex book for teacher's use only. This subject displays the following peculiarity, when compared to the other subjects of the detailed schedule: the students are asked not to study a certain material, but to examine and investigate by themselves the History of their region, i.e. to experience on the one hand situations and incidents of their historical surroundings, and on the other hand to experience this procedure of research. The question that is raised is how well prepared are the educators to organize and to guide such a research through experiences and which elements must their training and further education include, so that they will be able to create active learning chances. We will choose as an example the study of a topic of the Local History of Epirus. It is claimed, that to conduct this subject with success, i.e. the research, the educators must be trained to the following sections, which are not in use in the classes during the standard frontal teaching:

- Education (Pedagogy) of literature
- Theory and elements of the Social and Economical History
- Folklore
- Cooperative teaching in groups
- Teaching through experiences
- Microteaching
- Project method
- New technologies
- Education (Pedagogy) of Literature

This relatively new field of Education of Literature sets off the possibilities of approaching literature with an objective to take full advantage of its derivatives not only for literary amusement or analysis, but for the educational benefits, that may result from it. We will take advantage of its fundamental principles to choose as an incentive and spur for the teaching of Local History of Epirus a poem from the book of Literature of the 1st Class of Gymnasium. It's about "The apprentice" «Το μαστορόπουλο» written by Georgios Kotzioulas, who comes

from Joumerka of Epirus and this poem refers directly to the Social and Economical History of his native place in a very simple way. Listen to it:

<p>Το μαστορόπουλο</p> <p>Τον πήραν τον Κόλιος Τον πήραν οι μάστοροι Παιδί απ'το σχολείο Να μάθει πηλοφόρι</p> <p>(...)</p>	<p>The apprentice</p> <p>They took Kolios away He was taken by the craftsmen Just a schoolboy To learn the craft of building</p> <p>(...)</p>
<p>Μας έφυγε ο Κόλιος Κι είχε μια τέτοια λύπη Θά'ναι όλοι εδώ τα Αϊ-Λιος Και μόνο αυτός θα λείπει</p>	<p>Kolios is now gone And he was so sad On St. Elias Festival Everybody will be here And only he will be gone.</p>

Which Important Information can we derive from this poem?

This poem, through its simplicity can reveal many important informations: the children's labour and the position of the children in the traditional society, the necessity — and not the choice — to be placed among the formed productive processes and relations in the region of Epirus, to which it refers, relations from which they are unable to escape, the child's psychology, who is forced to an early maturing and to take on heavy responsibilities, the inability to reverse a social ranking, that is enforced by the society itself to its members, and the terrible position of the apprentice. But foremost it conceals the unbearable feeling of removal, not from the mother or the home, but from the St. Elias Festival. To this point is all the grief summarized, that results from the rupture of the feeling of belonging to a community as a cultural place, that unites strongly all its members. This feeling is dialectical and mutual, since the absence of Kolios will affect and trouble not only him, but the entire community, that loses one of its members, even if that is temporary. And that is revealed from the verse «Τον πήραν τον Κολιό» (“They took Kolios away”).

Theory and Elements of the Social and Economical History

However, to take full advantage of the poem as a historical stimulus, the educator must overcome the approach, that History has to do only with the reference to the various events, that took place in the past. What is necessary here is a renewed theoretical context, that will reverse the stereotype of the traditional teaching and also will approach and study the framework of a society and its slow changes, in contradiction to the positivistic approach, that is taught traditionally at schools and which lays emphasis on junctures and revolutions. The training for example to the tendencies of the Historical School of History of the Annales will give to the educators the possibility to evaluate meanings like environment, way of life, daily routine, to recognize the historical scenery, to take advantage of the photography, the cartography, the excursions to a place and by extension turn to their account the localization in an area, so that the human activity and the organizing of the society are interpreted. Therefore, the choice of a topic of the subject of Local History, that will be studied at a

school, depends on the grounding of the educators and on the expansion of their historical horizons, so that they will not be confined to the traditional historical subjects — war and political incidents — but also to search for subjects that set off the framework of the local society.

Folklore

Kolios belongs to a community, that is not seen only as a settlement of people, but it creates a geographical and cultural unity through the productive and social relationships, that it forms. The folklore, that emphasizes to the study of the traditional culture, namely the culture, that was developed in the Greek historical and communal formation, is also interested — as the Social and Economical History — to the social structures and relations, that were developed within its limits, because they reflect a summation of rules and expectations of its members. Into the character of Kolios is compressed a summation of rules, that define the occupational choices of its young members, and also a summation of expectations, that in our case are interpreted as negative expectations and as a submission to the collective dictation of the geographical and cultural environment and not as a social mobility. Parallel to the Folklore and within the framework of the Education of Literature, the student can understand the modern patterns of social mobility in regard to the occupational choices of the young members of our society, in contradiction to the predetermined occupational accession to the traditional society of its members.

The Folklore also studies these occupational groups, which formed the traditional architecture. The people of Epirus, the most famous craftsmen, organized in corporations — the so called *bouloukia* — traveled all over the Greek and Balkan region as far as Rumania and adjusted their work to the architectural activities of each area. They did not build only the traditional house, but also the axis of communication (bridges, paths), the signs and symbols, the orientation points, the get-away or emigration streets and routes — namely this time the space mobility within the Balkan region. All the above mentioned is recorded to the historical scenery of Epirus and the subject of Local History will be successful, if the well trained educators will guide their students to identify all the above and to identify them not only as marks of a region, but also as human stories.

Co-operative Teaching in Groups, Learning through Experiences and Micro-teaching.

The co-operative teaching can form methods of learning through experiences, of discovery and research, that will include the sensitization of the students, the scientific study of the factors, that create the examined issue and the cultivation of such abilities, so that the students will be able to take decisions and to adopt positive behaviors in reference to this matter. Besides, this learning through experiences involves the student directly to the examined reality, having also as a result the social thought and action. While at Elementary school such an approach demands activities, role-playing games or direct experiences, at Gymnasium the students must involve themselves in action strategies on a social level. They do not experience just the object of their research, but they experience also the searching procedure, i.e. they become investigators themselves. The pupil at the Elementary school

could, in reference to this poem, impersonate Kolios, so that he could understand better his position in the traditional community. The student at Gymnasium could search, as a researcher, the files of his community or his village and register all its members, that are builders, their age, their social and economical origin and ask himself questions on the so called push and pull factors, that led them outside the limits of their community. The conversations between students, that have in their hands such a material, would give them the confirmation, that in the Balkan region certain groups occupied themselves only with certain occupations, for example Pirsogiannites were builders, (Who constructed the world? Pirsogiannites), Chionadites were painters, and the residents of Gorgopotamus in Epirus were wood-carvers etc. and this way the students could reach the social thought and action and also ask themselves about their own occupational development in a society, that is no longer traditional but modern, and also the interpretative ascertainment of the desolation of their region. In addition, the training in Microteaching as a model of practice of teaching dexterities would train the educators in organizing certain teaching targets. All five groups of dexterity development, that are used in Microteaching, namely the development of cognitive, executive, effective, emotional and communicative dexterities are useful in our example.

Project Method and New Technologies

The withdrawal of the research procedure, that the students will follow, must be the composition and presentation of a material through the familiar, but not used in our education, project method, that will make visible everything that the students received through experiences during their research. However, that is not sufficient: the material, that will be gathered and registered through this method, must also be published and announced. The Internet is the way, that will notify this material, so that a future research by students of other schools within the framework of the subject of Local History, that refers to the same topic, won't start from zero. What is essential, is the fact, that our students must learn how to search and look for information and also how to spread these information to other researchers, a dexterity, that is very important in the modern society. Naturally, in the training of our literature masters and philologists, we don't have to lay emphasis to the technical part of opening an internet page, not because that is something difficult for a non expert, but because it is necessary to create a cooperation between the different specialties of educators within the school and also to put an end to the airtights between the courses. However, we must emphasize to their training in reference to the guidance of their students to the different planning and choosing strategies of the material, that can be shown through the Internet in a useful and appealing way.

So, we come to the conclusion, that there is a great difference between the educational theories and the educational practice. The theorists of education and the educators of practice work in different fields. What we are looking for, is to overcome this division. In areas with a downgraded environment, just like the abandoned villages of Epirus, the professor and the teacher is the figure, that can function as a model of a social and historical researcher. The bibliographical mentioned studies establish the fact, that rarely a subject or book, that are taught through a typical method, can be recorded by a student as a spur or source of sensitization. In addition, the educators examine the characteristics of each curriculum, that is recommended by the Educational Institute, in the light of their personal interests, their knowledge on the subject, their values and beliefs. Therefore, this proposition

of teaching the subject of Local History will not be productive, if all the above mentioned characteristics of the educators are not expanded through further education and training. All the emphasis must lay on the education of educators, that must be sweeping but at the same time specific and clear.