

## ACTUALIZATION OF THE GEOGRAPHIC CONTENTS IN THE EDUCATIONAL PROCESS OF GEOGRAPHY

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*Since geography is defined as an integrated and multi-disciplinary science because it integrates natural and social dimension of the world, partially on the knowledge of other sciences was invited to address the recent phenomena and processes of geographic reality. When incorporating geographic actualism in geography teaching process, it is indispensable its correlation with the basic methodological and didactic elements. In this regard, the principle of geographical actualism be extracted as a separate teaching principle, but in practice often permeates through other teaching principles. In doing so, in accordance with the theme of given actualism, uses the most acceptable form of teaching, teaching methods and resources..*

**Key words:** *geography, geographical content, actuality, teaching principles, teaching forms, teaching methods, teaching aids, geodisasters, teaching process.*

### INTRODUCTION

Memorial word geography in today's society provokes different reactions and opinions. This is understandable because the complexity of the geography does not mean just understanding her be by the general public as it is understood by members of the profession. Precisely these differences were caused by its non-harmonized definition, and so there are many different opinions when it comes to the very definition of geography. However, it is most appropriate that the best way sheds light on its complexity and multidisciplinary, and says that geography as an integrated discipline combines the natural and the social dimension of the world in the study of people, places and the environment, while at the same time focuses on the Earth's surface and the processes that shape is not discarding the relationship between man and the environment.

From the above definition it follows that geography, as no other science, should explain in their study of recent events in the natural and social sphere of the world as it requires its definition. Successful realization of such ideas including its correlation with other related sciences and scientific disciplines such as geology, cartography, climatology, hydrography, demography, economics, sociology and so on. With the help of these disciplines, the geography on easier way explains certain current events such as earthquakes and volcanic eruptions (geology) or ethnic and religious conflicts (demographics).

In explaining these current events, geography except Chorologic (expanse) components used and chronological (temporal) category, which in turn implies in its relationship with history. For this it should be emphasized that the geography deals with Chorology (spatial actualism), so we can address geography as the recent history.

This paper will point out the imperative of incorporating geographic actualism in geography teaching process. The final product of this process is balanced and related educational activity, because the primary goal of any scientific process is the educational aspect. The work is methodologically conceived in a manner respecting the basic methodical and didactic component of which the most important are: the principle of the teaching process, the forms and methods of teaching and teaching aids.

## PRINCIPLES IN THE EDUCATIONAL PROCESS OF GEOGRAPHY AND GEOGRAPHICAL ACTUALISM

Research has shown that the learning process of geography based on generally known geographical principle (principles). "Teaching principles (lat. Principes-starting points) are a first step, the unwritten law, which teachers and other subjects of the teaching process must be kept in the planning, organization and implementation of the teaching process in order to ensure quality teaching." (M. Matas 1998). Principles explain: start, basic thoughts, original and consistent, principled and so on in the teaching process. The most important teaching principles in teaching geography are: the principle of correlation, the principle of gradualisation and systematization, the principle of closer to further the principle of the concrete to the abstract, and the principle of the known to the unknown ...

In addition to the above mentioned principles, it should encounter principle of geographical actualism, relating to: present, contemporary, real, true facts. The principle of geographical actualism in the teaching process could be singled out as a separate principle in the way to interpret current phenomena, processes, connections and relationships of everyday geographical reality. However, more often that principle permeates through the application of other teaching principles. For example, using the principle of causality, we can explain recency of political and demographic problems of the Middle East, due to the complexity of the ethnic structure of the local population and the consequences of colonization, with the advent of ISIL's geographic actualism explains the local situation.

The frequency of geographic relevance, which are based on the content of the curriculum, a much greater use of the given teaching principles in teaching geography where necessary adequate awareness of teachers, which will awaken students' interest in part of the teaching process in geography. Geographic actualism in the teaching principle is incorporated in place, which makes the transition from the notorious interesting geographical sections, and in our case can be applied in the introduction lesson or in the main part, because when there are reasons. If the teaching units related to the current geographical themes, for example internal forces and movements, and there was an explosion of a volcano or an earthquake at some of the Earth's surface, then these events will be subject not only to mention but a detailed explanation of occurrence and their consequences.

## FORMS AND METHODS OF TEACHING WORK AND GEOGRAPHICAL ACTUALISM

One of the most important components in the planning and organization of the lesson of geography are forms of teaching. If we start from the premise that forms of teaching involves the way the activities of teachers and students, and depending on the organizational forms of teaching are divided into: frontal work, group work, pair work and individual

work" (I. Osmić & R. Tomic, 2008.), then each of these forms of teaching enables the application of geographical actualism in their own way.

Frontal form of teaching is the most appropriate for geographical actualism, where teacher, at the same time, works with all students. When choosing the perfect time to articulate the lesson to draw attention to current events processes and phenomena that have occurred in recent days in the world, teacher reminds students to the teaching of topics treated and teaching unit, which concerned the actual events that the media inform viewers and listeners. Geography teacher is required to work with pupils and discuss on the causes and consequences of current events. If the current geographical emergent processes is not working or do not belong to this age level, geography teacher explains them noting that they belong to the field of geography and will be treated in the next phases of the teaching process of geography. Geographic actualism occurred, regardless of whether treated natural-geographic or socio-geographic processes and phenomena, must be part of the teaching process in the lesson of geography, regardless of whether the teaching topics and teaching units planned for the day.

Geographical actualism preferably, connect with a compatible educational theme and teaching unit, whether it's on the introduction of new teaching material or in repetition. Ideally, the actual geography is incorporated in a new lecture topic and teaching unit provided for the curriculum. Then the same communicated in the introductory part of the lesson, and make the connection to the main part of which is processed planned teaching unit. We should not forget the duties of teachers of geography pertaining to properly educate students about geographic events, so that it was properly understood and interpreted. Therefore, the current geographic facilities can be distinguished in any part of articular lesson.

Very often the forms of teaching mixed with teaching methods. The forms of teaching are spreading organizational framework of teaching methods because in one form of teaching may apply different methods, or more of them. "The teaching method is a method of research, the method of exposure, and mode of instruction. Teaching methods imply a way to manage the work of students in the teaching process, which enables the acquisition of knowledge and skills and their application in practice, and also contributes to the development of their cognitive abilities and interests, forming the world view and prepare for life "(Matas 1998).

According to V. Pole (1975) are: a method of demonstration, conversation, oral presentations, illustrative works, reading and writing of the text. What will be the form and method used depends on the backing up of informing of students about the same event. When processing of geographic relevance, the most acceptable are verbale teaching methods, primarily the method of discourse, which is based on questions and answers and discussion between teachers and students, which represents its primary characteristic. Talk to the teacher to encourage students of the mind, and at the same time based on their answers to the questions the outcome of checks and the justification of their actions in the classroom. This kind of teaching is ideal for geographic relevance

## EDUCATIONAL INSTRUMENTALITY AND GEOGRAPHICAL ACTUALISM

In explaining the recent geographic events every teacher must further educate geographically to substitute its own view of the geographical truth. In this important role for the available teaching resources and skills of teachers in the work with the same quality as

their role in the classroom and show the final results of teaching. Teaching aids are designed didactic, objectively given objects, products of human labor, which continues to serve as a source of cognition and learning. "Therefore, teaching aids often called knowledge sources" (Matas M., 1998).

To make it possible on the correct way to apply a certain teaching resources necessary to prepare teachers. A more comprehensive and thorough preparation refer to events that have not previously been in the teaching process, as a teaching topic or teaching unit. In this context, an important application of new scientific knowledge in the teaching of geography, the updating and development of new statistical indicators, and the use of multimedia content as it is a science in all segments, including the innovation of technical-teaching aids, went relatively far.

Every current event geographical character can be adequately visualize, and simulate some specific teaching tool. If events regionalnogeografski, be sure to bring in the geographic location of the geographical map, which is almost in every situation applicable, for every current event has its Chorologic (prostranstvenu) component.

## DIVISION OF GEOGRAPHICAL ACTUALISM

Geographic news, which can be incorporated into the learning process of geography, can be of different character. One way of differentiation means respecting the causes and drivers that generate them. In this context, there are three main groups of geographical relevance, namely: endogenous, exogenous and anthropogenic geographic relevance. All are likely to have a global character and are called geodisasters.

Endogenous and exogenous news we include the natural or physical-news. On Earth, operate various external and internal forces that cause a state change in relief, and thus the transformation of the landscape diversity. The action of endogenous and exogenous forces never ceased since the creation of the Earth. They have their own dynamics and sometimes act more intensively, and the consequences that cause can be catastrophic. These phenomena and processes that cause catastrophic consequences belong lithospheric geographical hazards.

The most famous include devastating earthquakes and volcanoes. These processes can be compatible. Thus, side effects of volcanoes on Earth are TRUS or earthquakes. All of them are destructive and cause incalculable damage to the population and their material goods.

In the teaching process on the same subject, whether it is a regular on the curriculum or the current, for illustrative purposes compared with those who had previously occurred. A good example of this kind of geographic actuality may be given the following observations:

- the earthquake in the Chinese city of Gansu, in 1920, 200,000 killed;
- the tsunami in Indonesia, in 2004, 275,000 killed;
- Tambora volcano in Indonesia, in 1815, 92,000 people killed.

External forces cause the processes that are manifested mainly on the surface of the Earth in the form of weather and oceanographic disasters, floods, precipitation processes, avalanches and conditions; and wind disaster. Some of the most notable are:

- floods in China, in 1887, around one million killed;

- cyclone in Pakistan, in 1970, 300,000 killed;
- avalanche in Peru, in 1970, 20,000 were killed.



**Fig. 1. The consequences of the tsunami in Indonesia 2004.**

Source: <http://www.jutamji.hr>

A special group of geographic actuality constitute disasters caused by human activity. Human activities can result in fire, emission of pollutants, various political conflicts and massacres. Examples should be set a side several of them:

- fire in Chicago, in 1871, about 300 people killed;
- smog in London, in 1952, 4,000 killed;
- the aggression against Bosnia and Herzegovina, 1991 -1995. year, more than 200,000 people dead.

This division of geographic actuality justified the very concept of the curriculum of geography for the nine-year basic and secondary education, due to geographical study also includes an analysis of physical-and društvenogeografsakih factors.

## CONCLUSION

The paper also points to the importance of applying geographic actualism in teaching geography nine-year elementary and secondary education to improve the transfer of knowledge where it is important that the contents do not exceed the boundaries of educational character. Although there are many advantages of using the current geography, though in practice they do not use, and a key reason for that is low level of professionalism of teachers of geography or lack of desire to expand their knowledge.

When it comes to form of educational work, the interpretation of geographic actualism, most acceptable is the frontal form of teaching because it allows the teacher simultaneous communication with all students. However for the frontal form to be applied, poses a number of requirements which primarily assume a solid general education for teacher, the ability of linguistic expression, the ability of independent and team work, as well as high social competence. Forms of teachers work should be strictly distinguished from the

teaching methods as form of teachers work are spreading wider organizational framework od teaching methods. Geographic actualities are most effectively transmitted orally that is verbal teaching method ( explanation and storytelling).

Each geographically event has a spatial dimension that allows its presentation using specific teaching resources. In this sense, the most appropriate is a geographical map, as a traditional teaching resource, while the modern education tends to applying modern technology (video projector, instructional movie, GIS, ...).

Geographic *actualism* most often related to geographical disasters, or geocatastrophes, and therefore we divide them into three basic groups: endogenous, exogenous and anthropogenic. This division is based according to their challenger/causer, which may be natural or human character. In this way it is possible to talk about earthquakes, volcanoes, cyclones, floods, fires, ethnic or religious conflicts and the like. Such events provoke more curiosity and interest among students, so that's why more and more often be used in the teaching process to improve the transfer of knowledge.

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