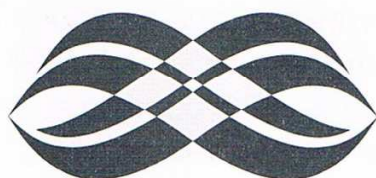


**FOURTH
ROMANIAN-BULGARIAN-HUNGARIAN-SERBIAN
CONFERENCE**



Geographical Research and Cross-Border
Cooperation within the Lower Basin of the Danube

**ABSTRACTS
of the oral and poster presentations**

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COMPARATIVE SITUATIONAL ANALYSIS OF THE GEOGRAPHY OF SOUTH EAST EUROPEAN COUNTRIES IN SECONDARY EDUCATION

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One of the characteristic features of contemporary education is its globalization. Up to the present moment it is necessary to form a conceptual theoretical-constructive model of geographical education in three aspects: consistent, functional and technological, as well as to establish respective modules that stimulate the creation of an environment for learning.

The comparative situational analysis of the education on Geography of countries includes the following countries – Republic of Albania, Republic of Bosnia and Herzegovina, Republic of Greece, Former Yugoslav Republic of Macedonia, Republic of Romania, Republic of Slovenia, Republic of Serbia, Republic of Turkey, Republic of Croatia, Montenegro. Simultaneously, a parallel comparison to the geographic education was made.

By preserving the national tradition, education is synchronized with new European standards which require that at the end of their education young people acquire key competences at a level which prepares them for the life of adults and cre-

ates a basis for future education and professional life.

Contemporary social realities form a new perspective towards the value of geographic knowledge and cognition, the significance of geographic erudition as a part of general knowledge and a style of social behaviour.

New accents and dimensions are being established which requires profound research and reflection upon the achievements of geographical education in our country as well as the necessity to form new philosophy for its development.

The consistent-structural analysis covers only the obligatory training of geographical education during upper secondary level and a comparative characterization of up-to-date curricula to the new academic year was made.

The comparative analysis covers the following educational indexes: place of the discipline Geography of countries at upper secondary level of education, duration of systematic education in Geography of countries, structure and content, aims of education, total academic hours accord-

ing to curriculum, scale of the cultural-educational field, etc. These educational indexes have been classified and arranged in groups after they were analyzed.

The implemented comparative analysis of the discipline Geography of countries aims at the enrichment of the methodological literature of comparative geographical education as well as at suggestions for im-

provement of geographical education through foreign experience which would be significant for the theory and practice of the comparative geographical education, for making decisions in the field of education policy of one's own country.

Key words: curriculum, geography education, Geography of countries, comparative situational analysis