

VIA DIAGONALIS AS A MODEL FOR INTERACTIVE GEOGRAPHICAL JOURNEYS

Abstract: This report tries to spatial Specification the significant objects within the cultural corridor Via Diagonalis. They are treated as objects of field geographic travels. The emphasis is on the interactive potential of the territory and its potential as an educational resource. For this proposal, are defined some characteristics of geographical journeys and geographical nature of the modeling process, as well as the methodological base of interactive geography in the context of the cultural corridor. Mark the main sites with interactive, educational, scientific knowledge and geographical value.

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Cultural corridor Via Diagonalis is one beautiful example on which we can upgrade a whole concept for terrain geographical practices, scientific expeditions or school excursions. The high compactness of cultural – cognitive objects and phenomenons makes it unique and mostly emblematic model in planning of such travels.

Main aim of this article is to characterize the cultural corridor as stable and interactive territory for geographical journeys. We are looking for main applicability in creation model valid as for planning, carry out and reporting of these travels as and for other corridors crossed our country.

About the essence of the geographical journeys

The notions geographical practices, scientific expeditions, terrain researches etc. in most of the studies are used as synonymous. As point of view regarding the core, methods and their approaches this is allowed. When it has to plan the differences between them have to give an account on them regarding their right implementation and carrying out the assigned goals and tasks.

That is why we named these themes. Geographical practices are mixed notion for all terrain activities connected with survey, filming analysis and summarizing of given objects and processes but for point of view of the educational work in high school and in the University.

It is important to make terminological explanation of all kind geographical terrain researches. Thus we will make easier their further classification.

According Isachenko {5} and associates these are methods for survey in contemporary geographical science. They are these ones which implementations ensure execution of terrain geographical practices. That is why they need additional explanation.

Geographical journeys are kind of geographical surveys which represent to the participants in practices mostly with the excursion form of travel different geographical objects and phenomenons. In preliminary prepared plan time and under theme they are described, photo and map.

Expedition surveys are concerned with resolving of one concrete scientific problem (research of concrete area, phenomenon etc.). Its preparation is related to providing of concrete scientific appliances and supported things as thematic maps, survey blanks etc.

Stationery researches are survey on concrete geographical space. They have goal to find out some change in dynamic and trends of given object or phenomenon. It is required more complicit apparatus. For example, these are surveys in climate, hydrological or maritime station. From point of view geographical practices these are the most complicit as preparation, execution and carrying out journeys and researches because of increased requirements as for the team leader and for the participants.

Thus defined methods for geographical survey make easier the classification of terrain geographical practices. Preceded from the origin of these notions we can group these practices in three groups: **Geographical journeys, Expedition surveys and Stationery researches.**

About the interactiveness of geographical journeys

The interactiveness in education in Geography is a contemporary new model for perception and carry out of educational process indoor and outdoor. Here we stress on the necessity of increasing the role of the interactive methods and approaches in extracurricular forms of education (in school) or in terrain geographical practices (in University).

On Figure 1 are represented the main group skills in education in Geography. They are fundamental in their development, especially during the terrain geographical journeys.

Interactive skills very often are related to interactions and emotional perceptions. They can be divided as reproductive and productive ones. We consider that reproductive skills which are connected with social reactions are more important component. They are represented with observation of customs, social manners and they are a touch to different spirituality.

The productive skills confirm gone through emotions and are consequential element after reproductive ones {3}.

In this article we strive to show this “interactivity” in the territory of cultural corridor and its use in creation of interactive skills in terrain geographical journeys.

Via Diagonalis in context of terrain geographical and interactive journeys

The territorial range of the cultural corridor suggests number of interactive opportunities in execution of terrain geographical practices and journeys. In the range of the skills could be included visits in Rodopi folklore area and Shops folklore area. Also could be visited architectural villages and objects in their authentic and belonging to the researched area. The being and the customs of local people (shops, pomacs, rodopians etc.) show territorial determination of the cultural corridor. It will take new meaning in combined research of resource- type tourism during the journey.

Shops are Bulgarian ethnic group settled in West Bulgaria (Sofia, Pernik, Breznik, Gogetch, Radomir, Kjudtendil etc.) , East Serbia and in North- East Macedonia (Kriva Palanka and Kratovo) all population speaks West-Bulgarian speech. The areas settled with shops are called Shopluk, Shopsko.

The experiences during the traveling in Shopluk are related mostly to familiarizing with Shop humour , Shop folklore elements (garbs, dances, songs , kitchen etc.) Its area is included in the range of Via Diagonalis. In the context of creation of working model for interactive geographical journeys we have to specify next: journeys must include objects and settlements for this ethnographic area. In our trips we couldn't find such likes. In the area Little Shopluk we can find



Figure 1. Groups of skills for Geography teaching

for visit Trun Town ,Yarlovtsi village, Studen Izvor village etc. Development of specific tourist attractions with “ Shop taste “ will increase the attraction of the area and will give base for successful productive skills in students on the basis of clear reproductive impressions. In this direction this area is a debtor.

West Rodopi Mountains associate the participants in journeys with imagination for group towns and villages well preserved in the time. The study of typical Rodopian architecture is impossible without personal survey and gaining personal impressions.

In the range of cultural corridor Via Diagonalis we can to point few emblematic villages – architectural reserves. These are Dolen, Leshten, Kovachevitsa, Shiroka Luka etc. In the summer 2012 there was done terrain practice with students – Geography faculty Shumen University.

Their interactivity in these villages is undisputed from point of view its architecture,being, and spirituality. In counting geographical practices the students have got the impression of stable emotional experiences. Even more – one of the main elements in the training namely stability of the knowledge increased sensible. During the procedure exams in discipline Social- Economic Geography of Bulgaria the students very clear have reproduced the description of their impression for Rodopian architecture tan for Strandja Mountain one- which they have read for.

Interactivity of Rodopi area continued for instance with visit Folklore music school in Shiroka Luka which represents Radopian folklore region. Except educational center it would be reproduce as touristic attraction to represent the most emblematic Rodopian folklore motifs.

In reports from this student practice for another group students have made sense on ethnographic particulars of Rodopi. The presence of compact Bulgarian muslin population is well seen the villages we passed through. Ribnovo village is emblematic example for this. After inquiry in additional sources the students have found relationship between them and some villages in North Greece. They suggested to create common touristic routes in the border area and other mutual events. In this meaning such journeys “unlock” there additional curiosity and further for investigation spirit and aims.

Even it is slight characterized interactivity of cultural corridor Via Diagonalis (and also for all cultural corridors) is undisputed. On this base and as result of real done geographical journeys in these areas we can give proposal for common model for development of its interactivity. It can be used to reveal the touristic potential in area as and for planning of geographical journeys and terrain geographical practices (Fig .2).

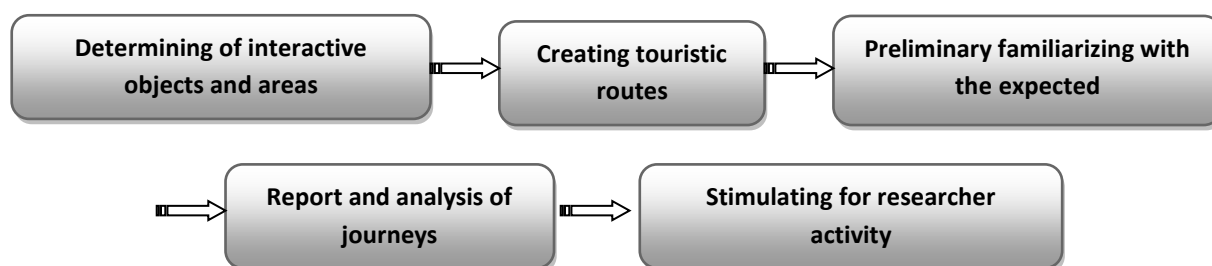


Figure. 2 Model for creating interactive geographical journeys.

Main conclusions from these are:

- Interactivity in cultural corridor always is connected with particular emotional perceptions. They are very different from the perceptions got in survey of popular touristic objects.
- In this meaning Via Diagonalis have huge interactive potential.
- In its area range successfully could be take part different like duration and theme terrain geographical journeys with aim – introducing and fixing interactive skills of students.
- The analysis the interactive potential of Via Diagonalis could be used as model in planning of terrain geographical journeys and for the other corridors in Bulgaria

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