ROLE OF EXCURSION IN GEOGRAPHY SUBJECT

Klejda Jolldashi
Teacher, Jorgji Dilo School, Elbasan, Albania
jolldashiklejda@gmail.com

Abstract
The subject of Geography occupies an important place in the curriculum of secondary and lower education and not just this. It enables students to know about physical-geographic and human phenomena at a local and global level. It makes them to recognize the geographic environment where they live and interact but also competent to protect it.

Physical-geographic and human occurrences cannot be understood and evaluated without direct observation on the ground. In 9-year education schools it is important to recognizing the understanding of these occurrences also takes place and the geography excursion.

Through this work will be reflected the way it is organized in theory and how it develops in practice and excursion in the geography subject in secondary and lower schools. The example is taken from the subject of geography at VII with specificization in visits and recognition of natural values and cultural center of the city of Elbasan with focus on Egnatia road (Via Egnatia).

The main goal is to concretize on the ground what the students study theoretically in the school environments. Specific knowledge of physical-geographic occurrences, human and the interaction of natural and human factors on the environment makes students more active in environmental protection and encouraging them to become an active part of his protection.

Key words: Educational excursion, Geography, Via Egnatia, physic-geographic occurrences

1. HOW TO ORGANIZE THE LESSON FROM THE TEACHER PRIOR TO THE EXCURSION DEVELOPMENT

The development of the excursion in the subject of Geography is important. Excursion is a journey organized by a group of people, which is usually done in leisure time, for education purpose, or for physical activity, visit of a country or place, sometimes for work and other purposes. With an educational excursion. It is understood to be the development or retention of learning outside the teaching institution (school). The purpose of the excursion is realization of concrete recognition of occurrences or geographic objects which cannot be demonstrated in the educational institution (school). In most cases, excursions in the subject of geography may be:

1. Thematic- For the processing of different geographic contents, economic, climatological, demographic, historical etc.
2. Regional- For recognizing the complexity of a territory (The interaction of physical and human occurrences).

The excursion can be organized in order to meet learning outcomes in acquiring new knowledge; for their reinforcement from theory to practice as well as for concrete applications in the country. Their duration varies from 1-3 lessons time, one day and several days.

1.a. Excursion "Getting to know the geographic life environments around our town / village"

**Time:** 2 hours  
**Place:** Local Place Elbasan  
**Purpose:** Extension, implementation, reinforcement and deepening of geographic competences.  
**Objectives learning outcomes:**  
Study the features of geographic environments;  
Discovering real problems;  
Awareness for intervention and environmental protection.  
**Educational purpose:** Love for the country, cultured behavior, discipline, etc.

**First Phase:** Preparation  
- Observation of the excursion site / facility by the teacher.  
- Draft excursion plan and approval by the directorate.  
- Familiarize the class with the excursion plan.  
- Approval of each student's participation by parents.  
- Determining the number of volunteer companion parents.

**Second Phase:** Excursion plan  
- Time of departure, arrival and return.  
- Types of transport (by foot or by vehicle).  
- Student involvement (by two teachers).  
- Assign tasks and activities to all participants.  
- Sources, equipment, outfits and meals by season and place of excursion.

**Third Phase:** Activities anticipated during the excursion  
- Individual and group activities consistent with the learning outcomes to be achieved.

**Expected results**  
- Recognizing real problems and providing possible solutions.  
- Forcing environmental, community competencies, etc.  
- Deepening respect for the profession of geographer, etc.
2. DEVELOP EXCURSION ON THE TRAIL OF VIA EGNATIAS IN THE ELBASAN REGION

Given the fact that the favorable geographic position of the Albanian territories has for centuries left impressive traces that come to the present day as the road (via) Egnatia. The educational excursion will take place in the footsteps of this road, in certain segments of this road within the geographical area of Elbasan, as our local environment.

Necessary information for the development of the excursion: The Albanian Treves are considered as favorable geographical locations in Europe, in the western and partly central parts of the Balkan peninsula, lying on the eastern coasts of the Adriatic Sea, namely Mediterranean lands.

- They are the most suitable to live and develop the productive activities of human society due to the warm climate.
- Situated at the intersection of major international trade routes, with the possibility of exploitation at any time.

Throughout the valleys of these areas have passed important international routes such as Egnatia Road connecting Rome with Constantinople (today's Istanbul) and has had a great impact on the economic and cultural development of these areas since the antiquity and on. From Elbasan has passed one of the most important routes of antiquity.

VIA EGNATIA is thought to have been built after the founding of the Roman province of Macedonia sometime between 148 and 120 BC (II century), by a Roman functionary Cnæus Egnatius. It crossed the old road of Kandavia, which started from Dyrrahu and Apollonia, passing through Thessaloniki to Byzantium (later Constantinople). VIA EGNATIA was the extension of another "highway", VIA APPIA, which started from Rome and ended in Bari. According to Strabon, the Egnatia road has been 533 miles long over 830 km. It was the shortest and safest route between southern Italy, northern Greece, Macedonia and Asia Minor.

VIA EGNATIA was a road with military and economic strategies where the Roma would connect to Constantinople, where Skampius crossed two roads: that came from Dyrrahu and Apollonia.

In Bradashesh there is the Ad Quintum station and the distance between the Hiscampis and Ad Quintum mansion (mutatio) should be 5 Roman miles. From the Roman terms of Ad Quintum (at Bradashesh) at Genschier Square in the center of Elbasan (for the Romans Hiscampis) we have exactly 7,540 m, This is equivalent to about a thousand Roman miles. Along this street there is a hammam, in the village of Bradashesh. In this environment there were still dressing rooms, low setting, hot surroundings and cold water surroundings. This station is a cultural monument.

After classroom discussion with the students of this theoretical material, the students are assigned the tasks they will prepare for the concrete material of the field.
Group 1: The features of the Egnatia Road Trail near Bradashesh. Characteristics of the spa bath Ad Qunitum, the need for intervention and maintenance by the inhabitants of the area.

Group 2: The features and traces of the Egnatia road in other parts of the city of Elbasan, features and interventions for maintenance.

During the excursion, the students by the groups determine in the field the features of this road, become acquainted with its traces and the importance of its time. Observing on the ground, they are aware of the importance of the geographical position of the region where they live and become accountable for the interventions needed for its revitalization. This re-enactment will favor the development of tourism by enabling income to the local community.

CONCLUSIONS

To achieve the learning outcomes and the successful completion of the curriculum in the subject of Geography, it is important that the development of the excursion be more frequent.

Through it the students, the school and the community:

1. Develop practical skills
2. Acquire attitudes and values for the environment
3. Participate in environmental protection
4. Develop entrepreneurial skills
5. Increase school-family collaboration and community

REFERENCES

School Director "Jorgji Dilo". 2016-2017, DAR Elbasan
IZHA, 2016-2017
Community and Parents
"Illyrians and Illyrians to Antique Authors, Itineraries", Toena Publishing, Tirana, 2002, p.307