

Pregledni rad

Živorad M. MILENOVIĆ\*

Vesna Lj. MINIĆ\*\*

University of Priština - Kosovska Mitrovica, Faculty of Teacher Education

## TOPICS RELATED TO EDUCATION IN BAŠTINA JOURNAL BETWEEN 1991 AND 2020

*Abstract:* Education has always been socially conditioned. On the one hand, everything that happens in society necessarily reflects on the education process, and on the other hand, all changes in education cause changes in society. *Baština* journal, which used to be published by the Institute for the Study of Culture of Serbs, Montenegrins, Croats and Muslims in Priština from 1991 to 1997, and by the Institute for Serbian Culture in Priština since 1998, which has now been based in Leposavić since 1999, publishes papers in the field of social and humanistic sciences. These papers most often discuss topics in the field of *Literature, History, History of Culture, Ethnology, Political Science and Sociology*, and occasionally in the field of *Ethnomusicology, Demography, Archeology, Art, Art History, Language, Literature and Aesthetics*, while one journal issue published a special topic – *Vladeta Vuković's Works*. The journal has so far also included *Discussions and Review, Chronicles* and *Composition*. In this paper, the co-authors investigate the representation of education-related topics, as well as the character, scope and intensity of these topics in the *Baština* Journal from the first edition in 1991 to the latest edition in 2020. A retrospective study of scientific and professional papers showed that a total of 63 papers were published that directly and indirectly study education, primarily in the field of the history of pedagogy, general pedagogical topics and other education-related issues. These topics were mostly published within the *History of Culture* pillar. As a separate topic, *Education* was present only in two issues in 2007 and in one issue in 2009 and in the last two issues in 2020 within the *Pedagogy* course.

*Key words:* history of culture, history, education, pedagogy, history of education.

---

\* Ванредни професор, zivorad.milenovic@pr.ac.rs

\*\* Ванредни професор, minic.vesna@gmail.com

## INTRODUCTION

*Pedagogy* has been dealing with education for the longest and most thoroughly, including its most crucial and categorical concepts and/or terms. Starting from the social significance of education, the education topic as a social category is also dealt with by philosophy, sociology, psychology, andragogy, and more broadly by other scientific disciplines, because they "... allow to clearly distinguish the subject area of *Pedagogy* from the subject of study of related scientific fields..." (Kulić et al. 2019: 59). This study provides an overview of the representation of topics related to education in the *Baština* Journal, which, despite publishing topics in the field of social and humanistic sciences, between 1991 and 2020 has not sufficiently published topics in the field of *Pedagogy*, which is seen as the most general science of education and its *core*. The papers published so far have mainly discussed the issue of the history of education and the overview of the work of primary and secondary schools in Kosovo and Metohija, or only certain aspects of education and teaching have been studied and the results obtained would be correlated with other aspects of social life and work in the area of Kosovo and Metohija, primarily with the national identity of Serbs in Kosovo and Metohija and in the Republic of Serbia (Jeremić, Milenović 2020; Milenović, Minić 2019) and similar issues. For this reason, it seems reasonable to study both topics in the *Baština* Journal, primarily starting from the undisputed importance of education and overall education system in Kosovo and Metohija in today's complex socio-political living conditions and above all the survival of Kosovo and Metohija and the Serbian people living in Kosovo and Metohija.

By analyzing the topics in 52 volumes published so far and 63 papers published which discussed the topics related to education, it can be seen that they mainly studied various aspects of education within the following courses: *History of Culture* - 38 papers; *History* - 8 papers; *Pedagogy* - 5 papers; 3 papers in the field of *Education and Ethnomusicology* each; *Political Science and Sociology* - 2 papers; and 1 paper each in the field of *Language, Art History, Literature* and a Special Topics - *Vladeta Vuković's Works*.

By analyzing the papers by year of publication, all papers could be grouped into two separate periods: 1) from 1991 to 2006, in which only three papers were published, 2 of which were in the field of history and one covered a special topic - *Vladeta Vuković's Works*; and 2) from 2007 to 2020, when 59 papers were published. This difference is based on the fact that until 2006, The Institute for the Study of Culture of Serbs, Montenegrins, Croats and Muslims (since 1998 it is called the Institute for Serbian Culture) did not have any researchers in the field of *Pedagogy* as a science. In 2007, Mirjana Simić started working at the Institute of Serbian Culture as a researcher, and she published a significant number of papers. The relocation of the Faculty of Teacher Education

of the University of Priština from Prizren to Leposavić in 1999 also contributed to this, whose teachers and associates published a number of papers related to educational topics. Further on, this study will provide a more thorough analysis of the topics published in the field of education in the *Baština* Journal.

## GENERAL TOPICS RELATED TO PEDAGOGY

Issues in the field of preschool pedagogy, school pedagogy, didactics and methodology of pedagogical research are directly studied in only nine topics published in the *Baština* Journal. One paper was published in the field of preschool pedagogy. In 2018, Vesna Minić published a paper entitled *The Significance and Application of Didactic Games in Preschool and Primary School Age*. This paper emphasized the importance of play in the education of preschool children. The difference in the understanding of children's play in the past is especially highlighted, when it was considered entertainment and fun compared to modern understandings according to which play is "... a spontaneous and natural state of a child and its inner need for activity ..." (p. 279), which ensures that preschool children acquire knowledge during various activities in preschools.

Two papers have been published in the field of *school pedagogy*. One paper which simultaneously discusses the issues in the field of school pedagogy and inclusive education can also be included in this group. The first paper studies the role of the school pedagogue in instruction, with special reference to their role in today's school, which is being constantly reformed (Simić 2012b). Another paper studies the peer violence issue, which was considered of great importance in the first decade of the 21<sup>st</sup> century. In this context, the paper presents the importance and role of programs for the prevention of peer violence, and the family and school as the most important factors in preventing peer violence (Bazić 2014). One more paper dealt with inclusive education issues, where the importance of creating conditions for its efficient implementation in today's school is particularly emphasized (Simić 2014a).

During the period studied, two papers with topics from the field of Didactics were published in the *Baština* Journal. The first paper deals with above-average students, and in it the co-authors rightly point out that in today's school, more attention is paid to problematic students than to above-average students. In order to work more efficiently with these students, the paper presents different types of classes in working with above-average students (Jovanović, Minić 2018). The same co-authors studied another interesting topic in the field of Didactics, which refers to an innovative type of instruction in today's school. By presenting integrated instruction, the co-authors highlight the connection between learning topics and the need for an integrative approach to instruction

in today's school (Minić, Jovanović 2020). In the field of pedagogical research methodology, three papers have been published in the *Baština* Journal. These studies dealt with the selection of models and procedures of methodological research (Tančić, Lazović Jović 2018); methodological issues of comparative research in pedagogy (Simić 2012a); and methodological issues of research in the history of pedagogy (Bazić 2011). It is important to mention the paper written by Natasa Nikolić and Radovan Antonijević (2020) in which education is studied as a factor of cultural reproduction and cultural production, with special emphasis on the importance of formal, non-formal and informal education and learning.

### TOPICS RELATED TO THE HISTORY OF PEDAGOGY

Most of the topics in the field of education belong to the field of the history of pedagogy. All topics can be divided into two main groups. The first group includes topics in which general questions from the history of pedagogical ideas are studied. The foundational concept of intellectual education was studied in the works of John Locke and Jean-Jacques Rousseau, as the most important representatives of pedagogy in the transition from the period of utopian socialists to the period that is characterized by the individual education (Bazić 2009a). After an individual study of their pedagogical ideas in the field of intellectual education, a comparative analysis of their ideas was given, which showed that there are numerous similarities and differences between them (Bazić 2010). In one of the topics, the perceptions of Serbian Herbartians about the goal and, above all, the objectives of education were studied, which is certainly important for a better understanding of the goal of education and concretization of the goal of education, but also the objectives of education in that period (Arsić, Radojević 2019).

The majority of topics published during the reference period is in the field of development of school, school ideas and education, mainly in the area of Kosovo and Metohija, but also in some other areas of Serbia. Following such an approach, the study will first present topics in which the history of education in central Serbia and neighboring countries has been studied. In one of the studied topics, educational and cultural conditions in Old Serbia in the period from the Congress of Berlin to 1912 are shown, during which, in addition to general decisions made at the Congress, the economic and political opportunities under the Young Turks were pointed out, especially the efforts and activities of church and school municipalities (Lekić 1995). Olga Nikolić (1996) studied a particularly interesting topic, on the rights and responsibilities of teachers in Old Serbia and Macedonia. By studying mainly archival material, the paper presents the key issues that teachers encountered in that period, which are to some extent similar

to the issues teachers are faced with now as well, including the status of teachers, i.e., their position, which was mostly only legal and financial, and their salaries, which depended on numerous factors and were generally low. Problems related to school management and school certificates in schools in Old Serbia and Macedonia were also presented.

Aleksandar Stamatović's (2007) paper presents learning topics about Kosovo and Metohija that were part of textbooks in Montenegro until 1916, which also contain numerous details related to school and education in Kosovo and Metohija during that period in history. Among other topics in which the status of school and education in central Serbia were studied, it is necessary to mention papers in which the historical significance of the cultural and educational policy of the City of Vranje was studied, pointing out the main values of education in Vranje and its significance (Bazić 2008b); the development of primary education in Serbia from 1804 to 1839 (Bazić 2014); literacy of people living in Kraljevo in the post-war period after the end of the Second World War between 1945 and 1950 (Bondžić 2018); and there were also some discussions about the Lyceum in Kezmarok which was particularly important for the history of Serbian education, and attended by members of other nations (Germans, Hungarians, Romanians and others), and Branislav Konjević (1918) presented it in his works as an institution where in addition to gaining knowledge, students get used to work and are taught respect for order and discipline.

Within the topics from the field of the history of education in the area of Kosovo and Metohija, the historical problems that education had to face with in certain regions were studied, as well as in individual examples from the history of certain schools from different cities of Kosovo and Metohija. One study discussed the education of Serbs in Kosovo and Metohija between 1897 and 1898, and it especially emphasized that the Serbian government at that time period recognized the importance of creating intellectual elite in Kosovo and Metohija, which required educated teachers. Starting from the stated fact, significant attention was paid to the professional development of teachers of that time (Simić 2014b). The role and importance of education in Kosovo and Metohija, covering a wider area, was also studied in a paper written by Ljiljana Tešmanović and Siniša Dostić (2018). Their paper offered a comparative analysis of education in the past and at the present period, including the main similarities and differences, and the undisputed importance of education in Kosovo and Metohija, which was constantly improved and modernized.

A researcher at the Institute for Serbian Culture in Pristina, now based in Leposavić, Mirjana Simić, made a significant contribution to the study of education in Kosovo and Metohija in the *Baština* Journal. In her papers, she at first studied the history of education in certain regions in Kosovo and Metohija. Her papers study education in the area of Kosovska Mitrovica, more specifically,

primary education since its initiation in 1925 (Bazić 2009b) and the secondary education system in Kosovska Mitrovica from 1919 to 1933 (Bazić 2009c). Primary education in Zvečan (Bazić 2007a) and primary education in the area of Lešak (Bazić 2007b) are also studied. In the published papers, she also shows the historical dimension of certain schools in Kosovo and Metohija, based on historical and archival sources. She also emphasized how important it was that the theological school in Prizren was founded and worked in the period from 1871 to 1912 (Bazić 2008a), as well as the importance of the public civic school in Uroševac (Bazić 2010); the statistical overview of the Pristina high school in the period from 1919 to 1921 is also shown (Bazić 2011).

Some other authors used historical material and archival sources to publish papers related to the history of education in the area of Kosovo and Metohija. In one of them, the humanitarian and educational role of the women's craft school in Pristina from 1919-1944 was presented, which has shown that great importance was attached to the education of women in Serbia and in Kosovo and Metohija at the end of the 19<sup>th</sup> century, and this trend continued further on (Vidosavljević, Krulj Drašković 2014). The activities of the women's school in Peć in the period from 1920 to 1941 were presented in a similar way (Vidosavljević, Krulj 2019); craft school of The Circle of Serbian Sisters (Serbian: Kolo Srpskih sestara) in Uroševac, with special emphasis on its humanitarian role (Vidosavljević 2016); women's craft school in Đakovica (Vidosavljević 2015); Kosovo Mitrovica branch of the women's craft school (Vidosavljević 2013); activity of the women's craft school in Prizren (Virijević 2008); and education in Prizren in the period from 1906. to 1909. (Simić 2013).

In two papers written in the reference period important for our study, people important for the development of education in Kosovo and Metohija and their pedagogical work are presented. One of the works is part of a special thematic unit of the 2001 issue of the *Baština* Journal, which presented the entire work of Vladeta Vuković. That journal issue presented the educational and edifying work of this important person of Kosovo and Metohija and the whole of Serbia, on which occasion the importance of his pedagogical work was particularly emphasized (Vukićević 2001). In another paper, the first teacher from Prizren and Niš, Nasta Dimitrijević, was spoken about. This teacher, who worked in Prizren until 1844, was notable for the fact that in 1845 in Niš she was appointed a teacher in the first mixed-gender school, which later, due to school reform, grew into a six-year female school (Vidosavljević, Stakić 2015).

The recent history of education in Serbia, especially in the area of Kosovo and Metohija, is presented in the *Baština* Journal mainly through a review of specific primary schools in the area of northern Kosovo. The credit for this thorough overview of education in the north of Kosovo and Metohija belongs to the teacher of Didactics at the Faculty of Teacher Education in Prizren with



a temporary seat in Leposavić, Petar Rajčević, PhD. This zealous individual presented the potential of most primary schools in the area of northern Kosovo and Metohija in recent history: Primary school in Leposavić (Rajčević 2014); Vuk Karadžić Primary School in Sočanica (Rajčević 2015); Stana Bačanin Primary School in Leško (Rajčević 2016); Vuk Karadžić Primary School in Zvečan (Rajčević 2017); Banović Strahinja Primary School in Banjska (Rajčević 2018a); Saint Sava Primary school in Žerovnica (Rajčević 2018b); Saint Sava Primary School in Kosovska Mitrovica (Rajčević 2019); and Branko Radičević Primary School in Kosovska Mitrovica (Rajčević 2020). In addition to presenting the organization and activities of the schools and their regional departments, curricula, teaching staff, he particularly highlighted the evaluation and academic success of students at the end of the school year in which he studied these schools. In addition to Petar Rajčević, Slaviša Biševac and Dušan Manojlović (2018) also gave an overview of Zupčanski Primary School, one of the older schools in Stari Kolašin, which was founded in as early as 1923.

In addition to overviews of specific primary schools in the *Baština* Journal, two papers were published in which the education of the population in recent history in a broader area was presented. The first study discussed the education of the population of Gadžin Han which is part of Zaplanje municipality located in the area of the City of Nis and is considered one of the most underdeveloped if not the least developed municipality in the Republic of Serbia. The study actually shows the fate of small rural schools in this area, as well as the fate of small rural schools in other parts of the Republic of Serbia and Kosovo and Metohija, the number of which is decreasing every year (Milenović 2013). Another study presented a comparative analysis of the education status of female population from the Vlach region of Homolje and the Metohija parish of Gora (Milenović 2012). This study presented a comparative analysis that showed that the female population of the Vlach region of Homolje is more educated, but that the female population of the Metohija parish of Gora has a more positive attitude towards education.

## OTHER TOPICS RELATED TO THE FIELD OF EDUCATION

In addition to general topics related to the field of education, 13 papers have been published in the *Baština* Journal in the past period, which studied different aspects of education. Most of these papers discussed the problems of music teaching in primary school. One of them studies the historical development of Serbian spiritual music and its significance for teaching music in school (Cicović Sarajlić and Pavlović 2018). Other papers related to the field of music instruction studied music literacy in primary school (Pavlović and Kovač 2016) and solfeggio music teaching (Ilić and Milovanović 2019). In some papers,

music education is brought into the context of traditional folk art (Pavlović, Cicović Sarajlić 2014 and 2015) and is shown as important for the development of national identity and identity of the Serbian people in Kosovo and Metohija and the Republic of Serbia (Jeremić and Milenović 2020).

The Serbian Orthodox Church has always played a significant role in preserving the religion, language and Orthodox population in Kosovo and Metohija. Orthodox teaching and the Orthodox Catechism are studied in three papers in the *Baština* Journal. The first paper indicates the didactic and educational value of The Nomocanon of Saint Sava (Rajčević 2017). The second paper provides an overview of the results of an empirical research that talked about the importance of Orthodox catechism instruction for educating students to value peace and democracy (Milenović, Milovanović 2018). The third paper presents Orthodox teaching in the light of literary work and psychological theory (Ahmetagić 2012). Other papers that discuss various education-related issues specifically studied physical education and sports (Gajić, 2020, Ratković 2020); social topics in nature and society lessons and their contribution to the development of national identity for the Serbian people in Kosovo and Metohija and in the Republic of Serbia (Milenović, Minić 2019); and lexicology in curricula in school textbooks (Mihajlović 2019).

## CONCLUSION

This paper provides an overview of topics related to education that have been published in the *Baština* Journal between 1991 and 2020. So far, the *Baština* Journal has published 52 volumes which encompassed various topics: *Literature, History, History of Culture, Ethnology, Political Sciences, Sociology, Ethnomusicology, Demography, Archeology, Art, Art History, Language, Literature, Aesthetics, Chronicle, Composition and Reviews and Discussions*. By analyzing the topics discussed in the volumes published so far, 63 papers published discussed the topics related to education: *History of Culture* - 38 papers; *History* - 8 papers; *Pedagogy* - 5 papers; 3 papers in the field of *Education and Ethnomusicology* each; *Political Science and Sociology* - 2 papers; and 1 paper each in the field of *Language, Art History, Literature* and a Special Topics - *Vladeta Vuković's Works*.

The observed period can be divided into two periods. The first is from 1991. to 2006, when only four papers were published. Other papers were published between 2007 and 2020. A significantly higher number of papers related to education were published in the latter period because researchers in the field of pedagogy were employed at the Institute of Serbian Culture and due to the relocation of the Faculty of Teacher Education from Prizren to Leposavić in 1999. The majority of papers discussed topics related to the history of pedagogy. There was a smaller number of papers related to general pedagogical topics, and a number of papers also studied



different aspects of education. Starting from the fact that the Institute for Serbian Culture is a multidisciplinary institution, and the *Baština* Journal is a periodical publication which includes papers in the field of social and humanistic sciences, including Pedagogy, it can be concluded that so far a small number of papers dealing with the education topic have been published in this journal, therefore, there is the need to include more topics related to education in the *Baština* Journal in the future.

Based on the analysis of all published papers in the *Baština* Journal in the last thirty years, it can be noticed that these are mainly papers related to the cultural heritage of Kosovo and Metohija and the Republic of Serbia and the development and strengthening of the national identity of Serbs in Kosovo and Metohija. The largest number of papers was the result of scientific research within the framework of scientific projects realized so far financially supported by the Ministry of Education, Science and Technological Development of the Republic of Serbia. These are: 1) *Spiritual phenomena and creations by the Serbian people in Kosovo and Metohija from the 15<sup>th</sup> to the 20<sup>th</sup> century*, registration number 148020, conducted between 2006 and 2010, and 2) *Material and spiritual culture of Kosovo and Metohija*, registration number 179028, which is being conducted since 2010. The results of this theoretical study have shown that, on the one hand, education is an important aspect of social activity, which in the observed period from 1991 to 1920 in the area of Kosovo and Metohija has been one of the most important fields of development and strengthening of the cultural and national identity of Serbs in Kosovo and Metohija, and on the other hand there is the need for a more thorough analysis of education of Serbs in Kosovo and Metohija as an important component of cultural heritage of Kosovo and Metohija and Serbia. All this creates an excellent basis for some future research on this issue and for the realization of some future scientific projects that will be realized by the Institute for Serbian Culture in Priština - Leposavić.

#### ACKNOWLEDGEMENTS

This paper was written as part of science two projects which have been funded by the Ministry of Education, Science and Technological Development of Republic of Serbia since 2010: 1) *Material and spiritual culture of Kosovo and Metohija*, ID 179028; and 2) *Kosovo and Metohija between national identity and euro integrations*, ID III-47023.

This paper was written as part of science two projects funded by the Ministry of Education and Culture of the Republic of Srpska (Bosnia and Herzegovina): 1) *The development of software for identifying talent in students*, ID 19/6-020/961-26/1; and 2) *Software support for prediction of student success in studying*, ID 19/6-020/961-27/18.

## LITERATURE

- Arsić and Radojević 2019: Zvezdan Arsić and Tatjana Radojević, Shvatanja srpskih herbartovaca o cilju i zadacima vaspitanja. *Baština*, 29(49), 387-399.
- Ahmetagić 2012: Jasmina Ahmetagić, Greh solipsizma: pravoslavno učenje o grehu psihološke teorije narcizma. *Baština*, 22(33), 33-46.
- Bazić 2014: Bojana Bazić, Edukativni programi za prevenciju vršnjačkog nasilja – škola i porodica kao bitan faktor. *Baština*, 24(37), 267-277.
- Bazić 2014: Bojana Bazić, Razvoj osnovnog obrazovanja u Srbiji od 1804-1839. godine. *Baština*, 24(37), 367-375.
- Bazić 2011: Mirjana Bazić, Značaj i statistički pregled rada prištinske gimnazije u periodu od 1919. do 1921. *Baština*, 21(30), 175-185.
- Bazić 2011: Mirjana Bazić, Metodološki problemi istraživanja u istoriji pedagogije. *Baština*, 21(31), 275-293.
- Bazić 2010: Mirjana Bazić, Komparativna analiza koncepcija intelektualnog vaspitanja Džona Loka i Žan-Žak Rusoa. *Baština*, 20(29), 129-141.
- Bazić 2010: Mirjana Bazić, O značaju državne građanske škole u Uroševcu. *Baština*, 20(28), 231-247.
- Bazić 2009a: Koncepcija intelektualnog vaspitanja Džona Loka i Žan-Žak Rusoa. *Baština*, 19(29), 129-141
- Bazić 2009b: Mirjana Bazić, Osnovno školstvo u Mitrovici od nastanka 1925. godine. *Baština*, 19(26), 337-347.
- Bazić 2009c: Mirjana Bazić, Srednjoškolski sistem obrazovanja u Kosovskoj Mitrovici od 1919. do 1933. godine. *Baština*, 19(27), 163-176.
- Bazić 2008a: Mirjana Bazić, Značaj osnivanja bogoslovske škole u Prizrenu u periodu od 1871. do 1912. godine [The Significance of Founding the Theological School in Prizren between 1871 And 1912]. *Baština*, 18(25), 253-264.
- Bazić 2008b: Mirjana Bazić, Istorijski značaj i prosvetna politika Grada Vranja. *Baština*, 18(24), 253-260.
- Bazić 2007a: Mirjana Bazić, Iz istorije osnovnog školstva u Zvečanu. *Baština*, 17(23), 397-402.
- Bazić 2007b: Mirjana Bazić, Iz istorije osnovnog školstva u Lešku. *Baština*, 17(22), 217-230.
- Biševac and Manojlović 2018: Slaviša Biševac and Dušan Manojlović, Osnovna škola „Zupčanski“. *Baština*, 28(44), 343-365.
- Bondžić 2018: Dragomir Bondžić, Opismenjavanje stanovništva u Kraljevu 1945-1950. *Baština*, 28(46), 349-364.
- Cicović Sarajlić, Pavlović 2018: Dragana Cicović Sarajlić, Biljana Pavlović, Istorijski razvoj srpske duhovne muzike i njen vaspitni značaj u nastavi muzičke culture. *Baština*, 28(45), 427-446.
- Gajić 2020: Ivanka Gajić, Značaj permenetnog učenja u sportu. *Baština*, 30(51), 497-512.
- Ilić, Milovanović 2019: Petar Ilić, Boško Milovanović, Funkcionalna metoda Miodraga A. Vasiljevića u realizaciji početne nastave solfedo. *Baština*, 29(47), 445-456.
- Jeremić, Milenović 2020: Biljana Jeremić, Živorad Milenović, Društveni kontekst nastave muzičke kulture u funkciji negovanja tradicionalnog narodnog stvaralaštva Srba. *Baština*, 30(52), 441-461.
- Jovanović, Minić 2018: Marija Jovanović, Vesna Minić, Vrste nastavnog rada sa darovitim učenicima u redovnoj nastavi. *Baština*, 28(46), 125-142.
- Konjević 2018: Branislav Konjević, Značaj Kežmarskog Liceja za istoriju srpskog školstva. *Baština*, 28(44), 331-342.

- Kulić et al. 2019: Radivoje Kulić, Radimir Arsić, Petar Rajčević and Vesna Minić, Pedagogija – temeljna pitanja. Univerzitet u Prištini – Kosovskoj Mitrovici, Fakultet za sport i fizičko vaspitanje u Prištini – Leposaviću i Učiteljski fakultet u Prizrenu – Leposaviću.
- Lekić 1995: Novica Lekić, Prosvetno-kulturne prilike u Staroj Srbiji od Berlinskog kongresa do 1912. godine. *Baština*, 5(6), 113-136.
- Milenović 2013: Živorad Milenović, Obrazovanje u selima zaplanske opštine Gadžin Han. *Baština*, 23(35), 295-312.
- Milenović 2012: Živorad Milenović, Usporedna analiza obrazovanja ženskog stanovništva u selima vlaške regije Homolje i metohijske župe Gora. *Baština*, 22(33), 233-249.
- Milenović 2010: Živorad Milenović, Obrazovanje goranske etničke zajednice na Kosovu i Metohiji od 1918. do danas. *Baština*, 20(28), 223-230.
- Milenović, Milovanović 2018: Živorad Milenović, Boško Milovanović, Nastavnici osnovnih škola Pčinjskog okruga o doprinosu nastave Pravoslavnog katihizisa u vaspitanju i obrazovanju učenika za mir i demokratiju. *Baština*, 28(45), 411-424.
- Milenović, Minić 2019: Živorad Milenović, Vesna Minić, Društveni sadržaji u nastavi prirode i društva i razvoj identitetske pripadnosti srpskom narodu na Kosovu i Metohiji i Republici Srbiji. *Baština*, 29(49), 401-418.
- Minić, Jovanović 2020: Vesna Minić, Marija Jovanović, Integrativna nastava u savremenoj školi. *Baština*, 30(50), 373-385.
- Minić 2018: Vesna Minić, Značaj i primena didaktičkih igara u predškolskom i osnovnoškolskom uzrastu. *Baština*, 28(44), 279-293.
- Mihajlović 2019: Milica Mihajlović, Leksikologija u nastavnim planovima i programima u školskim udžbenicima. *Baština*, 29(47), 85-102.
- Nikolić, Antonijević 2020: Nataša Nikolić, Radovan Antonijević, Obrazovanje kao faktor kulturne reprodukcije i kulturne produkcije. *Baština*, 30(51), 483-496.
- Nikolić 1996: Olga Nikolić, Pravo i dužnosti učitelja u Staroj Srbiji i Makedoniji. *Baština*, 6(7), 123-137.
- Pavlović, Kovač 2016: Biljana Pavlović, Anđelka Kovač, Muzičko opismenjavanje učenika u trećem i četvrtom razredu osnovne škole (po osnovama muzičkog folklora Kosova i Metohije). *Baština*, 26(40), 133-151.
- Pavlović, Cicović Sarajlić 2015: Biljana Pavlović, Dragana Cicović Sarajlić, Muzički folklor Siriničke župe u nastavi muzičke kulture. *Baština*, 25(38), 231-247.
- Pavlović, Cicović Sarajlić 2014: Biljana Pavlović, Dragana Cicović Sarajlić, Narodno muzičko stvaralaštvo Gnjilana u osnovnoškolskoj nastavi muzičke kulture umetnosti. *Baština*, 24(36), 351-365.
- Rajčević 2020: Petar Rajčević, Rad Osnovne škole „Branko Radičević“ u Kosovskoj Mitrovici i uspeh na kraju 2016/2017. i 2017/2018. školske godine. *Baština*, 30(52), 463-474.
- Rajčević 2019: Petar Rajčević, Osnovna škola „Sveti Sava“ u Kosovskoj Mitrovici i uspeh na kraju 2016/2017. i 2017/2018. školske godine. *Baština*, 29(48), 421-435.
- Rajčević 2018a: Petar Rajčević, Osnovna škola „Banović Strahinja“ – Banjska. *Baština*, 28(44), 315-329.
- Rajčević 2018b: Petar Rajčević, Osnovna škola „Sveti Sava“ u Žerovnici. *Baština*, 28(45), 395-410.
- Rajčević 2017a: Petar Rajčević, Didaktičnost i vaspitno-transferična vrednost sadržaja. Zakonopravila Svetog Save. *Baština*, 27(42), 199-213.
- Rajčević 2017b: Petar Rajčević, Razvojni put Osnovne škole „Vuk Karadžić“ Zvečan i uspeh u 2016/2017. godini. *Baština*, 27(43), 135-147.
- Rajčević 2016: Petar Rajčević, Razvojni put osnovnog školstva u Lešku i okolini i stanje u Osnovnoj školi „Stana Bačanin“ na kraju 2014/2015. školske godine. *Baština*, 26(40), 155-171.

- Rajčević 2015: Petar Rajčević, Rad osnovne škole u Sočanici i njenih izdvojenih odeljenja. *Baština*, 25(39), 249-262.
- Rajčević 2014: Petar Rajčević, Osnovna škola „Leposavić“ – vežbaonica Učiteljskog fakulteta. *Baština*, 24(37), 249-265.
- Ratković 2020: Tamara Ratković, Fenomenologija sporta u savremenom društvu. *Baština*, 30(52), 431-440.
- Simić 2014a: Mirjana Simić, Uslovi za efikasno sprovođenje inkluzivnog vaspitanja i obrazovanja. *Baština*, 24(36), 327-337.
- Simić 2014b: Mirjana Simić, Školstvo kod Srba na Kosovu i Metohiji u periodu 1897-1898. godine. *Baština*, 24(37), 237-247.
- Simić 2013: Mirjana Simić, Škola u Prizrenu u periodu od 1906. do 1909. godine. *Baština*, 23(35), 269-278.
- Simić 2012a: Mirjana Simić, Metodološki problemi komparativnih istraživanja u obrazovanju. *Baština*, 22(33), 251-268.
- Simić 2012b: Mirjana Simić, Uloga pedagoga u školskom vaspitno-obrazovnom procesu. *Baština*, 22(32), 197-207.
- Stamatović 2007: Aleksadar Stamatović, Tematika Kosova i Metohije u prosvetnoj politici i udžbenicima Crne Gore do 1916. godine. *Baština*, 17(23), 379-395.
- Tančić, Lazović Jović 2018: Dragan Tančić, Emina Lazović Jović, Problemi izbora modela i procedura metodoloških istraživanja. *Baština*, 28(46), 187-199.
- Tešmanović, Dostić 2018: Ljiljana Tešmanović, Siniša Dostić, Uloga i značaj obrazovanja na prostoru Kosova i Metohije nekad i sad. *Baština*, 28(44), 295-314.
- Vidosavljević, Krulj Drašković 2014: Slađana Vidosavljević, Jelena Krulj Drašković, Humanitarna i obrazovna uloga ženske podružnice i njene zanatske škole u Prištini od 1919-1944. Godine. *Baština*, 24(36), 339-350.
- Vidosavljević, Krulj 2019: Slađana Vidosavljević, Jelena Krulj, Vaspitno-obrazovna delatnost ženske škole u Peći (1920-1941). *Baština*, 29(47), 477-488.
- Vidosavljević 2016: Slađana Vidosavljević, Obrazovna i humanitarna uloga ženske zanatske škole Kola srpskih sestara u Uroševcu. *Baština*, 26(40), 173-183.
- Vidosavljević 2015: Slađana Vidosavljević, Delatnost ženske zanatske škole u Đakovici (1922-1941). *Baština*, 25(38), 131-142.
- Vidosavljević, Stakić 2015: Slađana Vidosavljević, Mirjana Stakić, Prva prizrenska i niška učiteljica – Nasta Dimitrijević (1816-1886). *Baština*, 25(39), 161-169.
- Vidosavljević 2013: Slađana Vidosavljević, Kosovskomitrovička ženska podružnica i njena zanatska škola. *Baština*, 23(35), 279-293.
- Virijević 2008: Vladan Virijević, Delatnost ženske zanatske škole u Prizrenu 1919-1928. godine. *Baština*, 18(25), 173-182.
- Vukićević 2001: Vukoslav Vukićević, Vladeta Vuković kao pedagog. *Baština*, 11(12), 37-41.

Живорад М. МИЛЕНОВИЋ

Весна Љ. МИНИЋ

## ТЕМЕ ИЗ ОБРАЗОВАЊА И ВАСПИТАЊА У ЧАСОПИСУ БАШТИНА

### РЕЗИМЕ

У раду је дат преглед тема из области образовања и васпитања које су до сада објављене у Часопису *Баштина* у периоду од 1991. до 2020. образовање и васпитање је одувек било друштвено условљено. Све што се дешава у друштву, с једне стране нужно се одражава и на процес образовања и васпитања. С друге стране, све промене у образовању и васпитању за реперкусију имају и промене у друштву. Часопис *Баштина* који је од 1991. до 1997. издавао Институт за проучавање културе Срба, Црногораца, Хрвата и Муслимана у Приштини, а од 1998. Институт за српску културу у Приштини чије је седиште од 1999. у Лепосавићу, објављује радове из области друштвено-хуманистичких наука.

Часопис *Баштина* је до сада објавио 52 свеске у којима су саржани различити курсеви: *Књижевност*, *Историја*, *Историја културе*, *Етнологија*, *Полиетикологија*, *Социологија*, *Етномузикологија*, *Демографија*, *Археологија*, *Уметност*, *Историја уметности*, *Језик*, *Књижевност*, *Естетика*, *Хроника*, *Грађа* и *Прикази и њолемике*. Анализом тема у до сада објављеним свескама, само 63 рада за проблем проучавања су имала различите аспекте образовања и васпитања. Они су објављени у оквиру курсева: *Историја културе* – 38 радова; *Историја* – 8 радова; *Педагогија* – 5 радова; по 3 рада у области *Просвете* и *Етномузикологије*; *Полиетикологија* и *социологија* – 2 рада; и по 1 рад из области *Језика*, *Историје уметности*, *Књижевности* и посебне тематике - *Дело Владеице Вуковића*.

Посматрани периоди се може поделити на два периода. Први је од 1991. до 2006. када су објављена само два четири рада. Остали радови објављени су у другом периоду од 2007. до 2020. Знатно већи број радова из области васпитања и образовања резултирао је упошљавањем истраживача из области педагогије на Институту за српску културу и премештањем Учитељског факултета из Призрену у Лепосавић 1999. Највећи број радова је из области историје педагогије. Мањи је број радова из општих педагошких тема, а један број радова за проблем проучавања је имао различите аспекте образовања и васпитања. Полазећи од чињенице да је Институт за српску културу мултидисциплинарна институција, а часопис *Баштина* периодична публикација у којој се објављују радови из области друштвено-хуманистичких наука у које спада и Педагогија, може се закључити да је до сада у овом часопису објављен мали број радова који су се бавили проучавањем образовања и васпитања, па се и истиче потреба да у будућности заступљеност тема из области образовања и васпитања у часопису *Баштина* буде већа.

На основу анализе свих објављених радова у часопису *Баштина* у последњем тридесетогодишњем периоду је уочљиво да се углавном ради о радовима који се односе на културно наслеђе Косова и Метохије и Републике Србије и на развој и јачање националног идентитета Срба на Косову и Метохији. Највећи број радова настао је као резултат научних истраживања у оквиру до сада реализованих научних пројеката које је финансијски подржало Министарство просвете, науке и технолошког развоја Републике Србије. Они су: 1) *Духовне њојаве и стваралаштва српског народа на Косову и Метохији од 15. до 20. века*, евиденциони број 148020, реализован у периоду 2006-2010. и 2) *Материјална и духовна култура Косова и Метохије*, евиденциони број 179028, који се реализује у периоду

од 2010. Резултати ове теоријске студије су показали да је с једне стране образовање и васпитање значајна област друштвеног деловања, што је на подручју Косова и Метохије управо у посматраном периоду од 1991-1920. једна од најзначајнијих области за развој и јачање културног и националног идентитета Срба на Косову и Метохији, а са друге стране се намеће потреба продубљеније анализе образовања и васпитања Срба на подручју Косова и Метохије као значајне компоненте културног наслеђа Косова и Метохије и Републике Србије. Све то представља одличну основу за нека будућа истраживања овог проблема и за реализацију неког од будућих научних пројеката који ће реализовати Институт за српску културу у Приштини – Лепосавићу.

*Кључне речи:* историја културе, историја, просвета, педагогија, историја шкоства.