



**Radmila V. Petković<sup>1</sup>**

Primary school, Branko Radičević, Bor, Serbia

**Saša S. Čorboloković**

Primary school, 3rd October, Bor, Serbia

Review paper

doi: 10.5937/inovacije1601123P

Paper received: August 16<sup>th</sup> 2015

Paper accepted: February 25<sup>th</sup> 2016

Article Published: May 5<sup>th</sup> 2016

## ***Possible Uses of Ethno-Corner in Teaching Serbian Lexicology in Lower Grades of the Primary School***

### **Extended summary**

In this paper, we are discussing possibilities of using ethno-corner in teaching Serbian language lexicology to elementary schoolchildren on the example of the “Vocabulary Enrichment” lesson. Ethno-corner, a small collection of showpieces depicting historical material culture (various household items, work and festive clothing worn by town and rural population, tools and weaponry, customs and old crafts), is being used to familiarise students with the archaic material culture lexicon.

As an alternative to traditional lexical and semantic exercises, by using showpieces from ethno-corner during the Serbian language class in the form of different stage, music and playing activities (Methodical activities such as „ Vrteška“ and „ Grozd“, grape-picking game, crossword puzzle, other card and table games), followed by interviewing craftsmen, as well as visiting and drawing their respective workshops, students learn the meaning behind numerous lexemes and incorporate them into their vocabulary. In addition, students are now fully able to interpret literary works and in general better understand their ancestors’ way of life.

The content of ethno-corner (an integral part of Folk Tradition) is not only incorporated into the syllabus of the Serbian language course, but is also naturally connected to the other courses: The World around Us, Arts and Music. Aside from cross-curricular correlation, there is also a cross-linguistic one (between lexicology, morphology and orthography), along with connectivity between curricular and extra-curricular activities (school paper, poetry, folklore and art sections).

---

<sup>1</sup> petkovicr10@gmail.com

---

Employing such a correlation-integration teaching system increases students' engagement during class alongside their interest in traditional lifestyle and values, while the teaching practice itself is being enriched with an innovative approach to the semantic interpretation of traditional culture lexicon.

**Key words:** ethno corner, lexis of traditional culture, integrated teaching, Methodology of Lexicology, Serbian Language.

## References

- Dragičević, R. (2012). *Leksikologija i gramatika u školi*. Beograd: Učiteljski fakultet.
- Gavrilović, Lj. (2008). Etno-kuće: u potrazi za identitetom. *Muzeji*, 1, 135–147.
- Klajn, I., Šipka, M. (2007). *Veliki rečnik stranih reči i izraza*. Novi Sad: Prometej.
- Milovanović, S. (2011a). *Priručnik za učitelje uz udžbenik Narodna tradicija za 1. razred osnovne škole – Kovčežić moje bake*. Beograd: Eduka.
- Milovanović, S. (2011b). *Priručnik za učitelje uz udžbenik Narodna tradicija za 2. razred osnovne škole – Moja kućica, moja slobodica*. Beograd: Eduka.
- Milovanović, S. (2011v). *Priručnik za učitelje uz udžbenik Narodna tradicija za 3. razred osnovne škole – Svaki zanat je zlatan*. Beograd: Eduka.
- Milovanović, S. (2011g). *Priručnik za učitelje uz udžbenik Narodna tradicija za 4. razred osnovne škole – Riznica*. Beograd: Eduka.
- Petrovački, Lj., Nedeljkov, Lj. (2006). Leksika tradicionalne kulture u nastavi srpskog jezika i književnosti. *Zbornik za filologiju i lingvistiku*, XLIX/2, 277–286.
- Petrovački, Lj., Nedeljkov, Lj. (2010). Tradicionalna kultura i savremeni učenik. *Susreti kultura*, 1 (263–272). Novi Sad: Filozofski fakultet.
- Pravopis (2010). *Pravopis srpskoga jezika*. Novi Sad: Matica srpska.