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## ***Imagology in Teaching Serbian Language and Literature to Foreign Students***

### **Extended summary**

In this paper, we explore the ways in which imagology can be presented to foreign students of Serbian Studies. The first part is theoretical and sheds light on the concepts that are deeply connected with the formation of the image of one's own identity and the identity of others. We are dealing with imaginary boundaries, literature as identity, the imaginary Balkans, imagological criticism and Balkanisation, through the prism of literary texts.

The second part of the paper presents the practical application of the theoretical work and offers a methodological framework for working with foreign students. Specifically, through the analysis of literary works, we have come to conclusions on how an image of oneself and others is formed. Given that the research was conducted at the Jagiellonian University in Krakow, we analysed primarily Andrić's works which are illustrative of the way we perceive ourselves and others. In addition, we analysed how the Balkans is symbolically presented in the popular literature in the West. We researched the cultural context and the process which form the authors' perceptions and condition the forming of stereotypes regarding the Homo Balcanicus.

Both the self-image and the image of the Other in literature are very important, not only for understanding the national character and the preservation of cultural identity, but also for setting oneself free from ideological reading and stereotypes.

The paper contains two short surveys. Namely, we wanted to examine what foreign students of Serbian Studies think about the Balkans and the Serbs as people. We asked students to

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perform the following tasks: a) List three synonyms for the Balkans and b) Specify three typical characteristics of the Serbs. Seventeen students of Serbian Studies at the Jagiellonian University in Krakow were included in the survey. We analysed the results of the whole survey in order to gain an insight into all associations that students may have.

This kind of teaching is important because it allows foreign students to view a problem from multiple angles and understand our mentality, traditions, history, art, literature, and all layers of our reality.

**Keywords:** imagology, foreign students, literature, Ivo Andric, identity.

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