

Procopius's teaching methods in elementary schools during the Justinian era

Abstract

In our era the main characteristic of Greek classrooms is the presence of students with diverse linguistic and cultural background. That's why teachers must use the needed strategies that ensure that all students and especially the students with diverse linguistic and cultural identity can work successfully in this environment. Emphasis is given in the way the lesson of history is taught, as it is one of the most difficult lessons and that's why for its effective teaching, teachers should use the principles of new pedagogy and combine elements of culture, art and new technologies, so that they can disgust the sterile decontamination, by promoting the active learning and participation of pupils.

The teaching of history is difficult for the students with diverse cultural and linguistic identity, and that's why in this article is presented the design of a project which uses functional linguistics constructs in the effort to give the chance to history teachers to promote the talk of students about language and content. The project in this article is based in the teaching of the language of history in the years of Justinian 527-565, which are very important for the development of Byzantium. Also, their main characteristic is the combination of the culture of Byzantium, Rome and the neighboring peoples of Byzantium and of judaism and christianism, which will be presented and evaluated in this research. Also, this project will be based on the use of Procopius' teaching in primary school and the dialogue between Byzantium and its neighboring cultures, by giving emphasis on god and fortune and on cultures that occupied Procopius, who lived in Justinian's years. Essentially, in this research all these themes will be emerged through the study of the Tit's arch and other Jewish and Christian objects in this period, by presenting the role of historical literacy in elementary school and finally its influence by culture, art and the cooperation between schools and museums.

Keywords: historical literacy, elementary school, Procopius, Justinian's years, Tit's arch

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Marios Demosthenous

The Cyprus Institute, Cyprus

Correspondence: Marios Demosthenous, The Cyprus Institute, Cyprus, Email mariosdemosthenous@hotmail.com

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Introduction

The lesson of history is one of the most difficult cognitive subjects in Primary and Secondary Education at national and global level and that's why its teaching creates troubles for teachers and students. The lesson of history also concerns more its content rather than its practice. Especially in the Greek educational system was systematically used as a tool of national education as is understood by the aims in the educational legislation, and also in the selection and organization of historical material in the history books, and is still characterized by ethnocentrism, positivism and dogmatism.¹

In recent years, efforts have been made to shape an upgraded framework for teaching history in order to make it more attractive and effective in the presentation of its goals, both in primary and in secondary education. However, it seems that the problems that they are presented in the lesson of history are quite persistent. Also, many researchers believe that it is possible the effective teaching of the complex spectrum of historical knowledge to each age, without violating the epistemological peculiarity of history. In this way it is necessary that the appropriate teaching method will be found, while learning practices will gradually shift from cognitive content understanding and applying learning mechanisms to become possible the development of basic perceptual and research skills.²

In this way history is considered as a cognitive subject, who is in most cases derived from the intersection of historical science with pedagogical theory and cognitive psychology and poses the following aims:

1. Its epistemological and methodological foundation of historical knowledge at all levels of education.
2. The formation of needed historical skills.
3. The reconciliation of the declarative knowledge with procedural knowledge.
4. Critical reproduction through the academic institution of academically valid historical knowledge.
5. The assessment of the daily teaching activity.
6. The translation of academic knowledge into a collective cultural asset through the historical literacy, achieved during its lifetime school apprenticeship.
7. The mapping of historian's stereotypes and the decoding of pre-existing historical thought of pupils.
8. The formation of the most authoritative and most appropriate interpretation framework for historical analysis.³

Based on these data is planned in last year's the process of history's teaching. In this way, this study concerns the teaching of History in the context of Modern Didactic Methodology of History, authentic learning and historical literacy. The purpose of the research is to design and implement a teaching unit using Byzantine history, Museum Education, art, culture and religious literacy to explore whether it can contribute towards the development of historical literacy and the increasing interest of students in the lesson of

history. The theoretical part of the thesis focuses on topics such as new directions in historiography, modern Didactic Methodology of History, historical literacy, authentic learning, Byzantine History, the educational role of the Museum and the relationship of History with art and culture.

The research part includes the design and implementation of a project, which deals with the period of Justinian, by giving emphasis on the activities of Procopius and on Jewish and Christian objects, like Tit's arch. The evaluation of this project can help the effort to understand the role of the interdisciplinary character of history and its connection with arts, culture and museums and finally will present its role in a modern educational environment with different cultural and national identities.

Theoretical background

The teaching of history

The composition of the modern pupil population

The rise of migrants in Greece alters social conditions and leads to the creation of the conditions for shaping a new educational reality in our century. That's why it is given emphasis on the diversification of pupils of most schools, so that modern school classes are characterized for their multiculturalism. Their multicultural essentially character in many cases requires the effort of the Modern Greek educational system to adapt to the new conditions, which are influenced of the flows of migrants.⁴

In most Greek schools, multicultural education is based on the planning and use of basic educational programs which are based on their intercultural character and the use of modernized and qualitative methods and also practices. The main focus of intercultural education in our era is given on development of collaboration between students and teachers, so that it can be possible the school and social integration of students with cultural specificities and linguistic minorities. Also, it can be understood that the learning process is based on the experiential project method and also of the collaborative strategies of learning and teaching (Cummins, 2005). Basic changes are in addition presented in curriculum's planning, which can adapt their content to the most important principles of the deferent's acceptance, which are used in intercultural education. Also an important innovation is the effort to integrate linguistic minorities into booster or host classes, seeking, in particular, the quicker integration of migrant's students into regular classes and the improvement of their linguistic performance.⁵

In 1980 was established an institution, having as main aim the smooth adaptation of repatriated students and linguistic minorities to the need of the Greek educational system and also of the Greek society. We can also say that the operation of intercultural education was developed by the context of Law 2413/96, which researches basic themes and problems of intercultural education in our country.

Also, with this law has been decided the conversion of public schools into intercultural schools. In addition, linguistic minorities had the opportunity not to participate in religious lessons with the decision of their parents, so that they can ensure their right to freedom of their religion. Generally, many researchers believe that the Greek educational system tries to adapt to the needs and wills of modern intercultural education, based on the European Union Directives, which concern the school and social integration of linguistic minorities.⁶

The main changes that have already presented in the Greek educational system are based on the basic principles of intercultural

dialogue and also present the need of the research of the changes that have been decided in last years in the composition of students. We can also say that the different flows of migrants in our country also can affect students, influencing in this way the composition of modern school classes. Until the 1980s there has been presented a rapid development in the heterogeneity of students in most Greek schools. This heterogeneity has been influenced by the arrival of migrants from Balkan and in many cases from European or other Asian countries. The flows of immigrants in Greece present the need to enroll migrant children in Greek schools. That's why the arrival of immigrants in Greece has led to various rearrangements in different places of Greece, influencing the way of the configuration of the student population.⁷

The exact number of migrant students in primary and secondary education cannot be accurately evaluated, as visible is the lack of the needed statistical data. Which are considered necessary to study the quantitative variations and especially the composition of the student population based on the countries from which they come. We can say that the change in the composition of the student population has created several problems in Greek education system, as there were no adequate infrastructures to effectively address the phenomenon and integrate foreign immigrants into Greek school reality. Moreover, the heterogeneity of the student population cultivates on several occasions racist attitudes and stereotypical perceptions of native, especially, students against migrants. Also, the multicultural constitution of the student population leads to the coexistence of foreign language pupils with native speakers who use only the Greek language.

Moreover, substantial reforms are needed to facilitate intercultural education and ensure the successful operation of the Greek education system.⁸ In many researches is presented that the mass flows of immigrants in Greece, have created modern conditions in educational system, as there has been added to students with different linguistic and cultural backgrounds. That's why have been created in Greek schools multicultural and multilingual classes, presenting the need of systematic teacher training in the effort to manage effectively this new phenomenon in Greek schools.⁵ Also, it is believed that language identity operates as the special characteristic that can distinguish migrant's students. In many cases this characteristic can be presented as an element of the distinction which is developed between their ethnic identity and the growth of nationalism. This distinction is understood in the school environment and most times students decide to use their own national language, enhancing in this way the racist opinions of Greek students. Also, these students don't refuse their first language in school classes but they prefer to use it on several occasions, so that they can communicate with their homoglossous ones but also they can express their main feelings.⁹

In this way, based on the data of most researches, most foreign or repatriated students are presented in primary education. At the same time, primary education is the one that stimulates the cultivation of pupils' language skills, and it is therefore necessary to explore how to manage linguistic diversity. The problems arising from the attendance of these pupils in Primary Education concern the following themes:

1. Language to be used as a teaching subject.
2. The practices to configure school manuals.
3. Training of teachers in the effort to effectively manage linguistic diversity.⁴

Many researchers also argue that is needed a common education for all and, at the same time, the modernization of the education system as a whole so that it can respond to cultural diversity and ensure the

other's diversity. The way in which linguistic diversity is managed, therefore, is to create an education system capable of safeguarding social justice during the educational process. Nevertheless, there are still teachers who marginalize these students by failing to understand their linguistic diversity.

For this reason, there are still migrant's students who experience difficulties in writing, but also in listening comprehension, and also have more learning difficulties and more misspellings. Also several of the students in primary education, produce the same mistakes, demonstrating the lack of understanding of the first language taught in their school. In addition, it is shown that the increased occurrence of difficulties which are presented in writing tests, which is mainly due to mistakes in dictating writing, confirms that children of linguistic minorities are lagging considerably in the audio-voice communication pathway, namely the acoustic uptake and correlation of information.¹⁰ By understanding the role of primary education will be presented the role of the modern teaching and learning of history to migrants students, so that will be analyzed the modernized practices and mechanisms.

History's teaching

Historical literacy

Also, from the 1960s to the end of the 20th century the concept of literacy was broadened and more closely related to social parameters and social practices, according to the ideological model in which the acquisition and use of literacy takes place within the framework of inter-actions, is influenced by the social needs, processes and objectives, in the environment in which it has been created. Literacy was also considered as a set of skills-necessary for its preparation, but also for the management of its own life, which surpasses elementary education in reading and writing.

As Baynham says, "literacy refers to listening, speaking, reading, writing and critical thinking. It also includes numeracy. It includes cultural knowledge, which enables a speaker, writer or reader to recognize and use the appropriate language in different social circumstances. For a technologically advanced country like Australia, the goal is an energetic literacy that will allow people to use language to increase their ability to think, create and challenge so they can participate effectively in society".

We can also say that the main goal of history education is essentially historical literacy. As Lee says about history learning and teaching, "We need a concept of historical literacy to enable us to tell others, and perhaps, more importantly to remind ourselves, what is central to history education.". It is clear that the lesson of history is more than learning and teaching different stories about the process of the past. It is clear also that students who are considered historically literate can be fluent essentially in the discipline in the way of the subject matter of the science of history. That's why it is believed that "Our goal should [be]...to give students access to the 'intellectual heart' or 'experiential soul' of a discipline. Education succeeds if it furnishes students with a sense of how the world appears to individuals sporting quite different kinds of glasses".¹¹

After World War II, a serious reflection on the teaching of History has been developed, which led to the formulation of lessons for the modernization of this lesson, particularly for the textbooks, in order to reduce or even eliminate the negative national or social stereotypes and pre-occupations against states, nations and also minorities. At the same time, at the academic and research level, the interest of historical science turned to economic and social history, to history of attitudes

and behaviors, to local history and also to non-preeminent social classes. In this way the most important characteristics of New History are:

1. The use, evaluation and also the interpretation of historical sources as testimonies and evidence.
2. The process of historical research.
3. The historical thinking.

In modern society with the presentation of radical upheavals in the building of historical knowledge, the education of students on the basis of historical literacy in combination with critical literacy and multilingualism is imperative. Many researchers also say that historical literacy, which is used today, has been given different content according to the different approaches to historical knowledge and history teaching.¹²

Emphasis must be given to the Schools' Council History Project, which led in 1972 to the redefinition of school history. It is believed that learning History instead of being legitimized only when it is taught exclusively for issues of culture and affection has been based on the constructivist approach of history. In this way it was determined as the main aim of school history the structuring of the organizational concepts of historical knowledge and the development of skills of its conquest and approach, while at the same time the structure of this lesson was based on active teaching practices. In this way, students would understand the methodological practices and the conceptual framework of history.¹²

We can also say that historical learning is not limited to a process of learning history as objective events, in a process of inactive information, as it includes the historical knowledge that a person can use at practical level in the effort to orientate himself in time. Except these it is proposed the teaching of school history on the basis of a historical context that will be subject to modification and control, which will allow the creation of historical interpretations and alternative narratives. Other researchers believe that teaching of history can promote the intellectual skills, by giving emphasis on:

1. The anticipation and evaluation of consequences that are considered necessary for active participation in the political and social fermentations of pluralist and participatory democracy.
2. The ability to provide evidence-based opinions.
3. The development of sensitive, careful and thoughtful thinking.¹

In this way, the aim of modern teaching history is the preparation of knowledgeable and responsible citizens with democratic consciousness and willingness for actively participation in a global society, whose pluralism and heterogeneity are constantly increasing. That's why they can promote the capacity to build reasoned, responsible, responsible and autonomous historical thought, on the basis of modern historical literacy.¹

In this context school history is considered as a very important school subject, and subsequently the focus of political controversy and immense public about the themes what are taught. This public debate about the subject of history has presented in our era the old view about why history is important.

The teaching of history

In the educational process of teaching history, has been presented in last year's many changes, which prove the different o way of understanding the role of history. Especially, the min aims of history are considered these:

1. Emphasis on the active participation of the student in the approach of historical knowledge.
2. The understanding and respect of different cultural identities.
3. The enhancement of cultural identity.
4. The development of historical thought and historical consciousness.

In the Interdisciplinary Unified Study Framework Program of History in our era main aim of teaching History, at all levels of education, is considered the development of historical thought and historical consciousness. With the development of historical thought is given the ability to understand the different historical events, by emphasizing on the study and examination of various events and their causes, while the with the cultivation of historical consciousness can be understood human behavior in specific situations and also the formation of values and attitudes that lead to the creation of subtle persons. That's why the teaching of history is presented that the modern world is a continuation of the past and that the contemporary historical horizon of thought is directly related to the pupil's life. The purpose of historical thought and historical consciousness can be also linked to the general purpose of education that refers to the pre-consciousness of responsible and subtle citizens.¹

Essentially, the teaching of history is based on the traditional chronological order of every school book and with the extensive context, which mainly deals with civil-military and diplomatic events cancel every renewal effort. Also it is mentioned that the use of one textbook and the way of the operation of the examination and also the restrictions of the curriculum lead to traditional forms of organization of teaching and also to uncritical memorization, while all these cancel the intentions to cultivate critical thinking and the formation of historical consciousness. In this way students are considered passive receivers and that's why it isn't possible the ability of criticism and the promotion of pupils' personal work. Also, the presentation of ready-made historical material and the need to be learnt leads to automatic memorization without essential content.³

That's why is given emphasis on the effort to change the curriculum of the lesson of history, in the effort to be met the needs of the process of the history's teaching. Also, will be presented in the next chapter the role of the teaching of history in the primary education.

The historical role of museums

For the process of history's teaching are used many practices and one of the most innovative are the visits to museums. That's why it is very important to present the modern role of museums and especially their educational role.

In this way, we must say that modern globalized society is based on the design and implementation of innovative programs and programs for the exploitation of new technologies. In this context, the enrichment and modernization of educational programs for the creation of innovative learning environments and the use of modernized tools in the educational process is of particular interest. In this way, satisfaction of educational goals can be achieved, widening the motivation of pupils to acquire knowledge and cultivating their skills.¹³

Also, learning is a process of applying past knowledge and transforming experience into new experiences. This effort is most often presented in a natural context, and learning always includes some elements of emotion. These innovative practices enhance autonomous learning and equal and effective participation in various learning

environments, marginalizing every tendency for social exclusion. For this reason, particular emphasis is placed on the effort to create and exploit virtual reality and virtual worlds, thereby satisfying one of the most important principles of informal learning, the ability of people to interact in a modernized, virtual and three dimensional environments.¹⁴

In this context, particular emphasis is placed on the modernized role of the Museums and on the ability to design and effectively implement non-formal education's programs. Essentially, museums operate differently from formal education, such as school, where the educational process is implemented in a structured way and addressed to trainees with common characteristics and clear objectives. The visits to museums most times are an exciting and interesting process that provides important incentives to enhance learning and interest in visitor knowledge. In addition, it is considered to be an opportunity to expand their experience and exploit them in the future, thereby demonstrating the long-term goals of using museums as an informal form of learning.¹⁴

The competitive advantage of modern museums in the field of informal education is based on the adoption of practices, guided by the choices and needs of their visitors. Their main aim is to cultivate meaningful communication with these visitors, so as to enhance their dedication and achieve their goals of using them as modernized forms of informal education.¹⁵

Their special characteristics are the interactive, lively and imaginative way of their operation and the use of informal learning programs. Modern museums now acquire virtual and informal character, while their role is based on equal access for all to knowledge and the marginalization of social exclusion. Their advantage is also their ability to attract the interest of their visitors through the opportunities of wandering in virtual environments.¹⁵

Essentially, can help increase their visitor knowledge, enhance their understanding, and cultivate skills and change mindset and values.¹⁴ That's why museums can be used in the planning of the educational process and especially on the process of history's teaching.

The teaching of history in the primary school

The operation of primary education

Compulsory education in primary education lasts for 6 years and in recent years is based on the exploitation of the various innovative programs. As it is mentioned, educational innovation concerns actions involving and promoting new concepts of education in three dimensions:

1. The change of principle and beliefs.
2. The implementation of new teaching approaches.
3. The use of new teaching tools.¹⁶

Most of the innovative programs try to enhance learning by exploratory and team character, replacing essentially most times the previous memorized - individual character. Also, innovative programs are considered to be able to cultivate positive attitudes and attitudes of pupils, providing the required motivation. Particular emphasis is also placed on the innovative programs implemented in Primary Education schools, with the ultimate aim of upgrading and modernizing the knowledge provided. The most important of these innovative programs are:

1. All-day school.

2. Interdisciplinary programs and school activities.
3. European education programs.
4. Flexible zone.

Generally, interdisciplinary programs and various school activities try to modernize and enrich the educational process, school knowledge and the learning environment. Essentially the main objectives are these:

1. Modernized educational practices.
2. Cultivating values and developing positive attitudes.

In this context, the most important of the Interdisciplinary programs and the various School Activities are considered in the field of Primary Education are considered these:

1. Cultural actions.
2. Environmental education.
3. Health education.
4. Hellenic student artistic competitions.

The interest is most often focused on the Flexible Zone, which seeks to form a school that will function according to the challenges and needs of our era, in order to prevent the re-emergence of the inelastic and complex nature of the traditional school. It also attempts to use modernized principles and practices in the design and implementation of the learning environment and the educational process. For this reason, the so-called Projects, which exploit collaborative and experiential practices, are exploited.¹⁷

Their exploitation attempts to renew and modernize the content of the learning process, as well as the spatio-temporal arrangement of the curricula of primary and secondary education".¹⁷ Essentially, the most important factors for their implementation in Primary Education are:

1. Utilization and implementation of new technologies.
2. Logistic equipment and school infrastructure.
3. Creation of a climate of cooperation between teachers.
4. Participation of school units in European programs.
5. School leadership.
6. Integration of specific programs into the internal educational policy.
7. School culture.
8. Way of intervention of action's coordinator.¹⁸

It should be noted, however, that the economic crisis of recent years has influenced the planning and the implementation of the educational process and also of the organization of the Greek education system and the operation of primary education, which degrades academic achievements. More specifically, the implementation of the Memoranda policies broadens the dysfunctions in the field of primary education, with the most important these:

1. All-day schools.
2. Student meals.
3. Transfer of students.
4. Limited recruitment of teachers.

5. Host classes for foreign students.
6. Teacher reductions.
7. School libraries.¹⁸

Generally, the impact of the crisis is evident to all those involved in the educational process, resulting in a downgrading of the learning process and serious dysfunctions in the acquisition of knowledge. In this context, we will then analyze the approach of curricula and textbooks.

The teaching of history in primary school

In primary school we can say that the main aims of the history's teaching are these:

1. The cultivation of principles.
2. Shaping of democratic consciousness.
3. Cultivation of national identity.
4. Strengthening of critical thinking.
5. Understanding of the moral parameters of history.
6. Use of historical view.
7. Causes and results.
8. Continuity and change.
9. Use of primary sources.
10. Historical significance.

The school books are planned based on the context of analytic programs. In last year's the new Analytical Programs compared to the previous ones, have unique and cross-sectional character. That's why it is considered important the decisive role of the creation of a Single Program Curriculum. As it is mentioned emphasis is given on the transitive character of the process of the history's teaching, which is very important for the planning and the teaching of history. We must also say that the new curriculum is different from its Curriculum of 80s in these parameters:

1. Structure.
2. Organization of content.
3. Methodological suggestions.

In this way, students of primary school must:

1. Possess the basic conceptual infrastructure of History.
2. Have the ability to monitor and understand the language of a historical text.
3. Written with historical codes.
4. Acquire to some extent the way of "thinking" of the historian, cultivate similar skills (exploitation of historical sources) and build values, attitudes and behaviors that are commonly accepted.

As it is mentioned it is very important the teaching of history in primary school, especially to the multicultural character of new classes. In this way it is considered very important the ability of modern teachers to meet the needs of the modern classes and the goals of history's teaching. Also, teachers must use new practices in the effective teaching of history and the cultivation of student's interest for the historical sources. In next diagram are presented the sources

and the practices which can be used by teachers in the effort to meet the goals of history's teaching.

Based on this theoretical background, in next chapter will be presented and analyzed a project for the fifth class of primary school.

Case study- Procopius' teaching in elementary school

Methodology

To approach this issue is preferred the method of case study as it is considered to be the method that can lead to more effective management and successful satisfaction of the research objective of this study. One of the most common investigative methods is the case study, which facilitates multi-faceted exploration and evaluation of various topics. It refers to investigating an individual case or investigating a limited number of aspects of the subject under consideration. Because it does not involve a large number of subjects and does not have as a priority the generalization of the various results it is part of the qualitative methods. The main feature of this particular research method is the existence of a small sample, which is used to satisfy the research goal and based on this principle this research, will be realized.¹⁹

The basic differentiation of the case study from the other research methods is that its main purpose is to investigate and evaluate the case under consideration and not to promote a generalized truth. According to Bassey, the term "correlation" rather than generalization is more explicit, since "a clear criterion for judging the value of a case study is the extent to which the details are adequate and appropriate so that a teacher who works under similar circumstances, correlate decision-making with those described in the case study. The correlation of a case study is more important than its generalization".

This methodological approach is most used in the sciences of Sociology and Business Administration and Organization, but also in Political Sciences. It is primarily a research implementation strategy, which combines various techniques and methods to meet its objectives. In addition, it focuses on the essential analysis and understanding of a social phenomenon with general characteristics, which is explored through a specific way of its manifestation. In this way, it seeks to achieve a thorough and thorough investigation of one case and for this reason it uses many methods.¹⁹

Because, therefore, the subject of this research concerns a particular category of children, but also a specific lesson, for this reason it was considered that the use of the case study is appropriate for the successful management of the particular subject. Finally, the application of this method assumes that it may be easier to draw conclusions of a representative nature, facilitating the satisfaction of the research goal.

In this way, based on this research method, will be used the method of case study, so that will be understood the role cooperation of art and history and also visits to museums in history's teaching.

Presentation of in Procopius Justinian's years

The history's teaching in fifth class of primary school

The content of the student's book is based on the Curriculum and also it is scientifically valid. Except these it contributes to acquiring knowledge and promotes the development of skills. Transaction is served through interdisciplinary activities and proposals for work plans. Questions, exercises and activities are based on every theme unity. In the teacher's book the general principles of the course are

developed and the ways of using the teaching context are proposed. The introduction of this book presents data about:

1. The lesson of history.
2. The local history.
3. Visits to museums and archaeological sites.
4. The proposed teaching approach.
5. Home work and evaluation.
6. The drawing up work plans.
7. The interdisciplinary approach.

Also, the Workbook includes several of exercises, which make more interesting the history's teaching. The books of this class concern the period of Greece's submission to the Romans until the Fall of Constantinople by Turks. In this book is also given emphasis on the local history, which concerns "the total (social, economic, cultural and political) history of a particular place, in connection with the history of the wider geographic Province, Prefecture, and Geographical District)". It is believed that local themes of history can be studied, evaluated and taught at school, but they also form object of multiple cross-thematic approach, through the course's activities of history and other lessons. In this way, will be presented the specific characteristics of local history of Byzantium in the period of Justinian (527 -565), by giving emphasis on Procopius.

Presentation of Procopius

With this presentation is tried to be understood how history's teaching and learning are based on language, literacy and art. In this way can be evaluated the use of a functional met language in the engagement of students in understanding and discussion of school history texts. The structure of this teaching process is these:

1. Content.
2. Placement of the unit-general purposes.
3. Specific purposes-skills.
4. Method-stages of teaching.
5. Teaching materials, worksheets.
6. Evaluation.

The theme of this teaching application is the presentation of the characteristics of Procopius teaching in Justinian years. The general aims are:

1. Understanding the way of the approach of historical themes, the synthesis of the polymorphic material context and the information's gathering from the sources.
2. Use of the local History, art and museum education for the cultivation of historical empathy.
3. Understanding of the presence of Byzantium in the period of Justinian (527 – 565).

The specific aims are:

1. Understanding the personality of Procopius.
2. Evaluating the specific characteristics of Justinian's period.
3. Understanding the relations of Byzantium with the neighboring peoples.

4. Understanding the difference between Christians and Romans.
5. To evaluating the role of art.
6. To understanding the educational role of museums.
7. Work in teams.
8. Multiplicity.
9. Understanding and use of Greek language.
10. Oral and written composition and presentation.

For the planning of the teaching's process is preferred the inductive method, which is connected with critical comparison and abduction. In this way students are enabled to study specific cases of this theme, to compare their role and to present conclusions. Except these they can grow the participation of students in the effort to cultivate their historical thought. Also are used the methods of work team and project as it is considered that they can help the effort to meet the goals of this study.

This method involves the application of the basic principles of group teaching, based on the participation of all, thus enabling everyone to participate actively in the design and implementation of the educational process. The main characteristics of the project method can be considered are the follows:

1. Dealing with an event or a particular experience.
2. Discussion and joint decision on relations between them.
3. Processing of the original data and organizing their thoughts over a specified period of time.
4. Exchange of information at regular intervals.
5. Existence of an open scope.
6. Discussion of various individual or group processes.
7. Defining specific goals.
8. Efforts to achieve goals.
9. Addressing topical issues, which refer to themselves.
10. Pursuing satisfaction of individual and group interests.
11. Address possible tensions and conflicts.¹

The main characteristic of this method is its experiential communicative character and is considered particularly important for children in primary school, as it enables the enhancement of children's group work. The project can take care of children from about 2 years of age and above, and all or some of the children can take care of them. In addition to the project, children can also participate in parallel workshops, as they are able to engage in other activities, while the main aim of their implementation is to enhance the ability of children to help each other.¹ Defeat for this teaching plan is the arch of Titus, which has historical and artistic significance (Figure 1).

In the studies of Procopius also emphasis is given on the case of God and luck in Byzantine culture. For Procopius persons aren't able to the ultimate power, which determines the sequence of events. Also, the expressions "the demoniac, the creature, the divine and the god", while typically derived from Paganist. Historiography, are used by Procopius in a purely Christian sense: they include the concept of personal God. In this way most military defeats are attributed to mistakes, derived from destiny. Also, he believes that: "God loves to help those who do not have the courage to overcome them by their own problems, provided they are not bad people."



Figure 1 Arch of Titus.

With the teaching of this arch is given the opportunity to present and evaluate the historical and artistic events of this period. That's why Procopius decided to write about this arch and about Roman art, which is connected with the art of Byzantines and Christians and can give many information's for Roman and Byzantine culture. Also, effective will be considered the comparison with the Scale of Saint John of Sinai and the patterns of holiness formed in Justinian's time.

We must say that Procopius is one of the most important Christian historians. He also gives emphasis on Roman temples and he presents to traditions for the effort of Visigoths to take the vessels from the Roman temple. These traditions are:

1. The Visigoth general Alaric in 410 CE took to the Narbonensis, which is a city of Gallia.
2. Vandal general Gaiseric in 455 pillaged the vessels to Carthage in North Africa, from where they have been taken by Belisarius back to Byzantium.

Especially, he said:

"Belisarius, upon reaching Byzantium with Gelimer and the Vandals, was counted worthy to receive such honors as in former times were assigned to those generals of the Romans who had won the greatest and most noteworthy victories. And a period of about 600 years had now passed since anyone had attained these honors, except, indeed, Titus and Trajan, and such other emperors as had led armies against some barbarian nation and had been victorious..."

Main interest will be given on the relations of Byzantium with other nations. We must say that Procopius mentioned that Justinian tried to persecute immediately the Jews and also made an effort to renew the Anti – Jewish legislation.

In his sources, Procopius also mentioned the buildings of Justinian, so that it can be understood the culture of Justinian. Based in his geographical curiosity, is presented his interest for the various aspects of engineering. His book "The buildings" can be used in the effort to present his geographic excursus, which explains the politics of Procopius. Finally, we must say that some errors of Procopius seem to be explained by his will to increase Justinian's interventions to the detriment of his predecessors' interventions. For the presentation of these data, will be used:

1. Educational material.
2. Teacher's book.
3. Student's book.
4. Work book.
5. Cd – rom, videos, visit in museum.

As it is mentioned the visit to museum is very important as, is can help the effort of teachers to organize the teaching process. In this

case, this visit is very important, as it can help students to understand the role of local history and also to evaluate the significance of Justinian's policy. With the visit to museum, is possible the ability of students to ask questions and also to use virtual worlds. Indicatively, can be used discs from Lampousa and the mosaics from Lyrhagomi. On the discs we see representations from the sea of life of David, which is associated with the Iodians and in the mosaics, we can see the hagiography influenced by Neoplatonism. These discs and mosaics are presented in Figure 2.



Figure 2 The discs and mosaics.

In this way teachers can meet their goals and can help the students with different cultural linguistic background to understand the context of this teaching unit and finally can be cultivated their interest for the lesson of history.

Conclusions

As it has been mentioned, the teaching of history presents very interesting, as it can be connected with different sectors. In our era is very important for teachers to find the right practices, so that they can meet the educational goals and they can cultivate the interest of students. In this way in this study have been mentioned the most important practices and also has been presented the role of museums.

In the age of fifth class of primary school is very difficult for students with different linguistic and cultural background to distinguish the

causes from the results of events, but also to understand the basic historical concepts, especially those of space and time. That's why it is believed those historical terms and also these concepts need to be highlighted during the teaching and in particular. In this way is very important the use of projects, as in particular, by participating in the project, children of this age can cultivate and develop their skills, make their own choices and broaden their knowledge of the subjects of interest to them. Also, they can increase their interests and abilities, develop a sense of cooperation and develop positive self-esteem and learn to decide.

Also, in this study and based in the specific teaching unit is understood the use of primary sources of Procopius in the effort to understand Justinian's politics. Finally, we can say that will this study have been given the needed incentives for further research of this

theme. Summarizing the elements for further research on Procopius' teaching methods in elementary schools during the Justinian era: Reviewing historical contributions and teaching methods of Procopius during the Justinian era.

Examining perspectives on education, linguistic diversity, and cultural integration.

Byzantine Education System:

1. Investigating the structure and curriculum of elementary schools during the Justinian era.
2. Analyzing the roles of teachers and the methods used to impart knowledge to students.

Linguistic and cultural diversity:

1. Examining the linguistic and cultural diversity present in Byzantine elementary schools.
2. Researching how teachers addressed and embraced diversity within the educational framework.
3. These elements provide a comprehensive starting point for future research on Procopius' teaching methods in elementary schools during the Justinian era.

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Conflicts of interest

The author declares that there is no conflict of interest.

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