



University of Montenegro

Faculty of Philosophy
Department of Pedagogy



**History of Education as a Scientific Pedagogical Discipline
and a Teaching Subject – Past, Present and Perspectives**

International scientific conference
25-26 June 2019 – Nikšić, Montenegro

Book of Abstracts

Editor:
Vučina Zorić



University of Montenegro

Univerzitet Crne Gore

International scientific conference in honour of the 130th anniversary of *History of Pedagogy* as a teaching subject in Montenegro and 15th anniversary of the Pedagogy Study Programme at the University of Montenegro.

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Editor:

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June 2019

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**HISTORY OF EDUCATION AS A SCIENTIFIC
PEDAGOGICAL DISCIPLINE AND A TEACHING
SUBJECT – PAST, PRESENT AND PERSPECTIVES
25-26 June 2019**

TOPIC

Vučina Zorić

History of Education has always been a fundamental pedagogical discipline, no matter how it was named, positioned, or whether it was divided into the following sub-disciplines: General History of Education; General History of Pedagogy; National History of Education; National History of Pedagogy; General History of Pedagogical Ideas; National History of Pedagogical Ideas; General History of Schooling; National History of Schooling; etc. In any case, without studying its content, it is impossible to engage in pedagogy as a science, either in theory or in pedagogical practice. Unfortunately, *History of Education* has largely lost its significance lately, particularly due to its reduced presence in the education of future pre-school teachers, primary and secondary school teachers and graduated pedagogues. This is also often the case with other pedagogical disciplines, i.e. pedagogical teaching subjects. This might be the reason why in recent decades there have been more and more scientific papers with a historical take on pedagogical issues which have focused not only on certain pedagogical ideas, development of education and schools, and the like, but also on the pedagogy as a science, its development, justification, status, representation, etc. At the same time, there have been many examples of politically, ideologically or religiously coloured historical views of the subject matter of *History of Education* and *Pedagogy* itself. On the one hand, *History of Education* is trying to encompass the social, cultural and overall context, the perspectives and reflections of significant pedagogical phenomena. On the other hand, one increasingly encounters the experts from other, especially closely related fields, who deal with its problems, i.e. historians, philosophers, psychologists, sociologists, economists, lawyers, etc. The above mentioned

reflects both the current state and the treatment of *Pedagogy*, as well as its complexity and importance as a science.

The conference objective is to investigate and consider the most important facts, as well as to conduct an analysis of the beginnings, the current state and the perspectives in the development of *History of Education* as a pedagogical discipline and a teaching subject in some of the countries of Central, Southern and Southeastern Europe. Within this framework, we will discuss the following issues:

1. The emergence, development and contemporary problems of *History of Education* as a pedagogical discipline;
2. Representation and status of the subject of *History of Education* in the study programmes of pedagogy, class teacher education and preschool teacher education, as well as in the unrelated study programmes;
3. The relationship of *History of Education* with other academic disciplines, i.e. with sciences;
4. The functions of *History of Education* as a pedagogical discipline and a teaching subject;
5. Examples of abuse of *History of Education* for ideological, political and other purposes;
6. Journals and textbooks on *History of Education*;
7. The influence of the Bologna Declaration on *History of Education* as a pedagogical discipline, i.e. a teaching subject;
8. The perspectives in the development of *History of Education* as a pedagogical discipline and a teaching subject.

**ISTORIJA PEDAGOGIJE KAO NAUČNA
PEDAGOŠKA DISCIPLINA I NASTAVNI PREDMET –
PROŠLOST, SADAŠNJOST I PERSPEKTIVE
25-26.06.2019.**

TEMA

Vučina Zorić

Istorija pedagogije (vaspitanja i obrazovanja) je uvijek bila jedna od fundamentalnih pedagoških disciplina, bez obzira kako je nazivali, pozicionirali ili dijelili na njene poddiscipline: Istorija pedagogije; Opšta istorija pedagogije; Nacionalna istorija pedagogije; Opšta istorija pedagoških ideja; Nacionalna istorija pedagoških ideja; Opšta istorija školstva; Nacionalna istorija školstva; itd. Kakogod, bez razmatranja njenih sadržaja nemoguće je bavljenje pedagogijom kao naukom, ni u teoriji, ni u pedagoškoj praksi. Međutim, ona u posljednje vrijeme umnogome gubi na značaju, posebno kada se ima u vidu njena gotovo kontinuirano sve manja zastupljenost u okviru obrazovanja budućih vaspitača, učitelja i predmetnih nastavnika u osnovnim i srednjim školama, pa čak i diplomiranih pedagoga. Često je takav slučaj i sa drugim pedagoškim disciplinama, odnosno pedagoškim nastavnim predmetima. Možda i zbog toga, sve brojniji naučni radovi iz posljednjih decenija o pedagoškoj problematici iz istorijske pespektive fokusirani su ne samo na razmatranje određenih pedagoških ideja, razvoja obrazovanja i školstva, i slično, već i same pedagogije kao nauke, njenog razvoja, opravdanosti, statusa, zastupljenosti, itd. Pritom, kroz prošlost se mogu naći brojni primjeri u kojima se ogleda politička, ideološka, vjerska i druge obojenosti istorijskih pogleda na predmet izučavanja *Istorije pedagogije* i same *Pedagogije*. S jedne strane, *Istorija pedagogije* pokušava da zahvati i društveni, kulturni, te ukupni kontekst, perspektive i refleksije značajnih pedagoških fenomena, a s druge strane, suočena je sve češće da se, posebno iz najsrodnijih nauka, eksperti iz drugih oblasti bave „njenom” problematikom, odnosno istoričari, filozofi, psiholozi, sociolozi, ekonomisti, pravnici, lingvisti,

Vučina Zorić

itd. Navedeno je odraz i aktuelnog stanja i tretmana sadržaja *Istorije pedagogije*, ali i kompleksnosti i važnosti *Pedagogije* kao nauke.

Cilj konferencije je da se istraže i razmotre najznačajnije činjenice i sprovede analiza procesa početaka, stanja i perspektiva razvoja *Istorije pedagogije* kao naučne pedagoške discipline i nastavnog predmeta u pojedinim državama centralne, južne i jugoistočne Evrope.

Između ostalog, pitanja koja će se razmatrati su:

1. Nastanak, razvoj i savremeni problemi *Istorije pedagogije* kao pedagoške discipline;
2. Zastupljenost i status *Istorije pedagogije* kao nastavnog predmeta na studijskim programima za pedagogiju, obrazovanje učitelja, predškolsko vaspitanje, kao i na nematičnim studijskim programima, odnosno fakultetima;
3. Odnos *Istorije pedagogije* sa drugim disciplinama, odnosno naukama;
4. Funkcije *Istorije pedagogije* kao pedagoške discipline i nastavnog predmeta;
5. Primjeri zloupotrebe *Istorije pedagogije* u ideološke, političke i druge svrhe;
6. Časopisi i udžbenici iz *Istorije pedagogije*;
7. Uticaj Bolonjske deklaracije na *Istoriju pedagogije* kao pedagošku disciplinu, odnosno nastavni predmet;
8. Budućnost i perspektive razvoja *Istorije pedagogije* kao pedagoške discipline i nastavnog predmeta.

WHY EVEN TODAY THE HISTORY OF EDUCATION IS NOT AN UNNECESSARY LUXURY

Marc Depaepe (Belgium)

Abstract

The statement from the title – why even today the history of education is not an unnecessary luxury – will not be demonstrated by one or another theoretical reasoning, but by four illustrations taken from my 44 year old research career in the history of education. Each one of these illustrations represent an important research line of my career. The first deals with the history of primary education (mainly in Belgium, but also elsewhere). It concentrates on the relationship between continuity and change within the educational practices in general and on the irony and immunization of educational innovations in particular. The second deals with the history of educational sciences from the point of view of the history of science. The more concrete topic is here the importance of demythologizing the rhetoric of the well-known ideals and idols of educational reforms. The third deals with colonial and postcolonial history of education, by zooming in on the educational realizations and its effects in the former Belgian Congo. Finally, the fourth deals with our position within the theoretical, methodological and historiographical debates of the discipline. More specifically, it wants to show the sublime relevance of the so-called irrelevant, not only as far as the research in the history of education is concerned, but also as far as its place as a teaching subject in the curriculum is concerned.

Keywords: • history of education • history of science approach • history of primary education • Belgium • Congo •

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WAAROM DE GESCHIEDENIS VAN OPVOEDING EN ONDERWIJS TOT OP VANDAAG GEEN OVERBODIGE LUXE IS

Marc Depaepe (België)

Overzicht

De thesis van de titel, waarom de geschiedenis van opvoeding en onderwijs tot op vandaag geen overbodige luxe is – zal in mijn betoog niet worden hard gemaakt door een of andere theoretische redenering, maar wel door een viertal concrete illustraties uit mijn vierenveertig jaar durende onderzoekcarrière. Daarbij vertegenwoordigt elk voorbeeld een belangrijk scharniermoment uit mijn loopbaan. Het eerste heeft te maken met de geschiedenis van het lager onderwijs in België, wat het thema was van mijn licentieverhandeling. Het zoekt in op de relatie tussen continuïteit en vernieuwing in het pedagogische handelen in het algemeen en op de ironie en de immunisering van pedagogische vernieuwingen in het bijzonder. Het tweede heeft betrekking op de geschiedenis van de pedagogische wetenschappen (het thema van mijn tweede doctoraat). Meer bepaald wordt het belang onderstreept van het demythologiseren van de idealen en de idolen van de reformpedagogiek. Het derde betreft de koloniale en postkoloniale opvoedingsgeschiedenis en peilt naar de educatieve realisaties en hun effecten in voormalige Belgisch Congo. Het vierde tenslotte geeft mijn positie weer in theoretische, methodologische en historiografische kwesties die in verband met de geschiedenis van opvoeding en onderwijs aan de orde kwamen (het thema van mijn eerste doctoraat). Heel speciaal benadruk ik daarin de sublieme relevantie van het zogenaamd irrelevante niet alleen in het kader van het onderzoek in de geschiedenis van opvoeding en onderwijs, maar ook in het kader van het onderwijs in diezelfde discipline.

Trefwoorden: • geschiedenis van opvoeding en onderwijs • wetenschapshistorische aanpak • geschiedenis van het lager onderwijs • België • Congo •

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**ON THE DICTATORSHIP OF DIALECTICS IN THEORY AND
HISTORIOGRAPHY OF THE
'GEISTESWISSENSCHAFTLICHE PÄDAGOGIK' -
PRESENTED BY THE EXAMPLE OF THE CONCEPT OF
EDUCATION AND THE HISTORICAL RECONSTRUCTION OF
'REFORMPÄDAGOGIK'**

Ehrenhard Skiera (Germany)

Abstract

Both pedagogy and politics have always referred to transcendental-normative, i.e. absolute values. These values are proclaimed as divine or - after the erosion of religious interpretive sovereignty - as objective manifestations of truth of teleological-historical significance. Since there can be no generally binding interpretation of the truth, confrontations between the various factions of the Absolute were inevitable.

The enthronement of a heuristic invention - namely the dialectical method - as the „superindividual“, all-determining factor of history brought a hitherto unknown martial quality into the confrontations. Before dialectic was brought up to the status of a historical-concrete mechanism of effective forces, it remained in the (largely) peaceful space of Socratic-scholastic discourses. Only in communism, and a bit later also in fascism, the protective boundary between the individual and society was abolished in the name of dialectical forces and "progressive" development goals. In both cases it is a matter of a (each differently determined) materialistic-technological dialectic of the real extermination struggle against the intrapsychic opponent (i.e. against the "false consciousness") as well as against the declared enemies in the inner and outer space of the respective sphere of power.

„Geisteswissenschaftliche Pädagogik“ is involved in these conflicts in an ambivalent way. It wanted to reconcile and unite the opposites in a higher synthesis, in the "true community", and thereby it misjudged the implicit fantasies of violence of its approach. It too became a victim of the dialectical fallacy of identifying thought and historical reality respectively of logos and being - a fallacy that fundamentally determines both its educational-theoretical and historiographical concepts.

Keywords: • Dialectics • totalitarianism • "Geisteswissenschaftliche Pädagogik" • "Reformpädagogik" •

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**ÜBER DIE DIKTATUR DER DIALEKTIK IN DER
THEORIEBILDUNG UND HISTORIOGRAPHIE DER
GEISTESWISSENSCHAFTLICHEN PÄDAGOGIK –
DARGESTELLT AM BEISPIEL DES BILDUNGSBEGRIFFS
UND DER HISTORISCHEN REKONSTRUKTION DER
REFORMPÄDAGOGIK**

Ehrenhard Skiera (Deutschland)

Abstrakt

Pädagogik wie Politik berufen sich seit je auf transzendental-normative, d.h. absolute Werte. Diese werden als göttliche oder – nach dem Schwinden der religiösen Deutungshoheit – als objektive, teleologisch-geschichtsnotwendige Manifestationen der Wahrheit verkündet. Da es eine allgemein verbindliche Interpretation der Wahrheit nicht geben kann, waren Auseinandersetzungen zwischen den verschiedenen Fraktionen des Absoluten unausweichlich.

Die Inthronisierung einer heuristischen Erfindung – namentlich der dialektischen Methode – als „überindividuellen“, alles bestimmenden Faktor der Geschichte brachte eine in ihrem Ausmaß bislang unbekannt martialische Qualität in die Auseinandersetzungen. Bevor die Dialektik in den Status eines geschichtlich-konkreten Wirkmechanismus’ erhoben wurde, verblieb sie im (weitgehend) friedlichen Raum sokratisch-scholastischer Diskurse. Erst im Kommunismus, wenig später dann auch im Faschismus wird die schützende Grenze zwischen Individuum und Gesellschaft im Namen dialektischer Wirkmächte und „fortschrittlicher“ Entwicklungsziele aufgehoben. In beiden Fällen handelt es sich um eine inhaltlich je unterschiedlich bestimmte materialistisch-technologische Dialektik des am Ende realen Vernichtungskampfes gegen den intrapsychischen Gegner (d.h. gegen das „falsche Bewusstsein“) sowie gegen die erklärten Feinde im Binnen- und Außenraum des jeweiligen Machtbereiches.

Die Geisteswissenschaftliche Pädagogik ist in diese Auseinandersetzungen in einer ambivalenten Weise eingebunden. Sie wollte die Gegensätze in einer höheren Synthese, in der „wahren Gemeinschaft“, versöhnen und vereinen, und verkannte dabei die impliziten Gewaltphantasien ihres Ansatzes. Auch sie erlag dem dialektischen Trugschluss der Identität von Denken und geschichtlicher Wirklichkeit respektive von Logos und Sein – ein Trugschluss, der sowohl ihre erziehungstheoretischen wie historiographischen Konzepte fundamental bestimmt.

Schlüsselwörter: • Dialektik • Totalitarismus • Geisteswissenschaftliche Pädagogik • Reformpädagogik •

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HISTORY OF EDUCATION: A DISCIPLINE AT RISK? THE ITALIAN CASE

Simonetta Polenghi (Italy)

Abstract

The history of education is an academic subject that in Italy is experiencing a period of tension. From a purely scientific point of view, in the last decades the discipline has undergone a process of deep renewal. Aside the traditional history of pedagogical ideas and of schooling, new research fields have been opening: history of childhood and children's literature, of women education, of special education, of school subjects, of pedagogical press and publishing houses, of school text-books, exercise-books and didactic materials, of visual sources, etc. A parallel process of internationalization took place, so that now the discipline can boast a good level of internationalization among many of its members. A new society, dedicated to School and pedagogical museums and educational heritage (SIPSE) was set up in 2017, near the traditional society for history of education (CIRSE), born in 1980. The discipline has three journals, all rated A by the Italian Agency for research evaluation (ANVUR), all with a strong international dimension and one (HECL) both in WoS and Scopus.

In spite of these signs of successful scientific life, from a political point of view the discipline is at risk. The number of professors has been decreasing in the last years, and its presence in the teacher training courses is constantly threatened, in correspondence with a political polarization on today's issues, mainly media education and new technologies, and special education (very important in Italy, where all disabled pupils are mainstreamed since 1977).

This trend is not typical of Italy, but seems to be widespread and is linked with the more general loss of historical perspective of our age.

Keywords: ● History of education ● Academic discipline ● University policy
● Teacher training ● Italy ●

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STORIA DELLA PEDAGOGIA: UNA DISCIPLINA A RISCHIO? IL CASO ITALIANO

Simonetta Polenghi (Italia)

Astratto

La storia della pedagogia in Italia è un settore accademico che sta attraversando tensioni. Da un punto di vista puramente scientifico, negli ultimi decenni la disciplina ha attraversato un processo di profondo rinnovamento. Accanto alla tradizionale storia delle idee della pedagogia e della scuola, sono stati aperti nuovi campi di indagine: storia dell'infanzia e della letteratura giovanile, storia dell'educazione femminile, storia dell'educazione speciale, delle discipline scolastiche, dei periodici e delle case editrici pedagogiche, storia dei libri di testo, dei quaderni scolastici, delle fonti visive, etc. Parallelamente ha avuto luogo un processo di internazionalizzazione, sicché ora la disciplina può vantare un buon livello di internazionalizzazione di molti suoi membri. Nel 2017 è stata fondata una nuova società dedicata ai musei scolastici e pedagogici e al patrimonio educativo (SIPSE), accanto alla blasonata società storica dell'educazione (CIRSE), nata nel 1980. La disciplina ha tre riviste, tutte classificate in fascia A dall'ANVUR, l'Agenzia italiana per la valutazione della ricerca universitaria. Tutte e tre hanno una forte dimensione nazionale e una (HECL) è indicizzata sia in WoS che in Scopus.

Nonostante questi indicatori di vita scientifica, da un punto di vista politico la disciplina è a rischio. Il numero dei professori è sceso negli ultimi anni e la presenza della storia della pedagogia nei corsi per la formazione degli insegnanti di scuola secondaria è costantemente minacciata, in corrispondenza con la polarizzazione politica su tematiche contemporanee, in particolare media education e tecnologie per l'istruzione, e educazione speciale (molto importante in Italia, dove sin dal 1977 tutti gli allievi disabili sono inseriti in classe con i loro coetanei).

Questa tendenza, peraltro, non è tipica dell'Italia, ma sembra essere diffusa ed è da collegarsi alla più generale perdita di prospettiva storica della nostra età.

Parole chiave: ● Storia della pedagogia ● Disciplina accademica ● Politica universitaria ● Formazione degli insegnanti ● Italia ●

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HISTORY OF IDEAS OF EDUCATION – PROBLEM OF CONTINUITY

Andrej Rajskey (Slovakia)

Abstract

The main question of the present paper is the problem of continuity in the history of philosophy of education: How to interpret the history of pedagogical thinking with respect for their development, growth and wisdom-in-tradition without falling into a teleological or homogenizing interpretation of historical events?

Author warns against pitfalls two extreme approaches: metaphysical-linear and positivistic-fragmentary. The first approach interprets history from an universalist metanarrative position and tends to be unambiguous, to control the shaping ideas and minds of the pupils. The apex of this approach is in the form of totalitarian indoctrination, where history - and especially history as a school subject - becomes a tool of control, ceasing to be a scientific discipline. There are several references to the experience of such a reduction in the totalitarian regimes of the 20th century. The second approach reduces historical research to collect factual mater, while deliberately resigns from ambition to convey a sense of history. Pedagogical thinking is not subject to fundamentally empirical science, tied with nomothetic approach to education, but is a dynamic "thinking" of man who desires sense – it transcends the boundaries of factualism and seeks to uncover both spiritual connections and semantic sediments, including in the field of historical events and structures. The history of education and even more the history of pedagogy appear to be double teachers – not just “magistra vitae”, but “magistra magistrorum vitae”. Therefore, the history of ideas of education must not give up the “teaching or learning sense” of history, it must not abandon the sense of continuity despite the legitimate fear of totalitarianism. The author of the article recommends a consistent but at the same time respecting interpretative approach based on the suggestions of J. Maritain, J. Patočka, P. Ricoeur and H.-G. Gadamer.

Keywords: • philosophy of history • philosophy of education • teleology of history • historical positivism • hermeneutics of the history of education •

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DEJINY IDEÍ VÝCHOVY – PROBLÉM KONTINUITY

Andrej Rajskey (Slovensko)

Abstraktné

Hlavnou otázkou predkladaného príspevku je problém kontinuity vo filozofii dejín výchovy a vzdelávania: Ako vykladať dejiny pedagogického myslenia s rešpektom k ich vývinu, rozvoju a tradovanej múdrosti bez toho, aby sme upadli do teleologického či homogenizačného výkladu historických dejov? Autor vystríha pred nástrahami dvoch krajných prístupov: metafyzicko-lineárneho a pozitivisticko-fragmentárneho. Prvý prístup vykladá dejiny z univerzalistickej metanaratívnej pozície a tenduje k jednoznačnosti, kontrole nad formujúcimi ideami a mysl'ami žiakov. Vrchol tohto prístupu má podobu totalitných indoktrinácií, kedy sa dejepis – a osobitne dejepis ako školský predmet – stáva nástrojom ovládania, prestáva byť vedeckou disciplínou. V texte je niekoľko odkazov ku skúsenostiam takejto redukcie v totalitných režimoch 20. storočia. Druhý prístup redukuje historický výskum na zber faktografickej matérie, pričom zámerne rezignuje z ambície vyjadrovať zmysel dejín. Pedagogické myslenie však nie je predmetom principiálne empirickej vedy, zviazanej s nomotetickými prístupmi k výchove, ale je dynamickým „myslením“ človeka túžiaceho po zmysle – prekračuje hranice faktografie a usiluje sa rozkrývať jednak duchovné súvislosti, jednak významové sedimenty, a to aj v oblasti historických dejov a štruktúr. Dejiny výchovy a ešte viac dejiny pedagogiky sa javia ako dvojnásobne učiteľské – nie sú len „magistra vitae“, ale „magistra magistrorum vitae“. História ideí výchovy sa preto nesmie vzdať učiteľského alebo učiaceho zmyslu, nesmie opustiť zmysel pre kontinuitu aj napriek oprávnenému strachu z totalitarizácie. Autor článku odporúča dôsledný, no súčasne rešpektujúci interpretatívny prístup, založený na podnetoch J. Maritaina, J. Patočku, P. Ricoeura a H.-G. Gadamera.

Kľúčové slová: • filozofia dejín • filozofia výchovy • teleológia dejín • historický pozitivismus • hermeneutika dejín výchovy •

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**HISTORY OF EDUCATION AS A SCIENTIFIC DISCIPLINE OF
EDUCATION, AS AN ACADEMIC DISCIPLINE OF PEDAGOGY
AND AS FIELD OF PEDAGOGICAL RESEARCH IN THE
CZECH LANDS AND IN THE CZECH REPUBLIC:
HISTORICAL COMPARISON AND CURRENT SITUATION**

Tomáš Kasper (Czech Republic) &
Dana Kasperová (Czech Republic)

Abstract

This paper reconstructs the position of the history of pedagogy as a scientific discipline and as a field of pedagogical research in the Czech pedagogical discussion in three time periods. The first part is focused on the position of the history of pedagogy as a discipline in the positivistic framework of pedagogical science at the beginning of the 20th century. The second part is focused on the “struggle” to define the future direction of the history of pedagogy in the interwar period when the ideas of the national emancipation movement were confronting the attempts to reflect critically the tendencies to instrumentalize the discipline of the history of education. In the third part, the attention will be focused on changes of discipline during the period of socialism. In conclusion, we raised the question about the new possibilities to redefine the meaning of historical reflection in current pedagogical research in the Czech Republic.

Keywords: • history of pedagogy • Czech Republic • Positivism • national emancipation • Marxism •

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DĚJINY VÝCHOVY A VZDĚLÁVÁNÍ JAKO VĚDECKÁ DISCIPLÍNA PEDAGOGIKY A JAKO PŘEDMĚT PEDAGOGICKÉHO VÝZKUMU V ČESKÝCH ZEMÍCH A V ČESKÉ REPUBLICĚ: HISTORICKÁ KROMAPARACE A AKTUÁLNÍ SITUACE

Tomáš Kasper (Česká republika) &
Dana Kasperová (Česká republika)

Abstraktní

Príspevek rekonstruuje postavení dějin pedagogiky jako vědní disciplíny a jako oblasti pedagogického výzkumu v české pedagogické diskusi ve třech časových rámcích. V první části je poukázáno na postavení dějin pedagogiky v pozitivistickém rozvržení pedagogické vědy na přelomu 19. a 20. století. V druhé části se pozornost věnuje soupeření o zaměření dějin pedagogiky v meziválečném období, kdy proti sobě stál úkol “národně emancipační” a na druhé straně snaha o kritickou reflexi instrumentalizace dějin výchovy. V třetí části se pozornost zaměří na proměny disciplíny v období socialistické pedagogiky. Závěrem je vznesena otázka po možnostech redefinování významu historické reflexe v současném pedagogickém výzkumu v České republice.

Klíčová slova: • historie pedagogiky • Česká republika • Pozitivismus • národní emancipace • marxismus •

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DEVELOPMENT OF HISTORY OF PEDAGOGY AS A SCHOOL AND STUDY COURSE IN SLOVENIA THROUGH THE RECEPTION OF J. F. HERBART

Edvard Protner (Slovenia)

Abstract

In the article we reconstruct the phases of development of the history of pedagogy as a school subject and subject within the framework of the education of teachers at teachers colleges from 1869 on, and the presence of these contents at teacher training academies after 1960 and faculties of education after 1986. At the same time, we are interested in the position and the presence of this subject in the course of pedagogical studies at the Faculty of Arts in Ljubljana during the period between the World wars and during the period following World War II until Slovenia's gaining of independence. We also present the situation in this field in terms of three study programs of pedagogy in Slovenia. On this subject, we are interested in changes in content focus. Based on the analysis of records on J.F. Herbart in textbooks on the history of pedagogy and in pedagogical articles, we try to recognize the development of interpretational patterns and focuses regarding his pedagogical ideas relating to current pedagogical trends. Although J. F. Herbart may be regarded as one of the key pedagogical classics, we seldom come across authors (in Slovenia) who have read Herbart in the original. For more than a century, the records about him have been repeating controversial stereotypes, and only in the recent period there has been a positive shift in this field.

Key words: ● History of Pedagogy ● Study course ● Slovenia ● J. F. Herbart ●

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RAZVOJ ZGODOVINE PEDAGOGIKE KOT ŠOLSKEGA IN ŠTUDIJSKEGA PREDMETA V SLOVENIJI NA PRIMERU RECEPCIJE J. F. HERBARTA

Edvard Protner (Slovenija)

Povzetek

V prispevku rekonstruiramo faze razvoja zgodovine pedagogike kot šolskega in predmeta v okviru izobraževanja učiteljev na učiteljskih od leta 1869 naprej ter prisotnost teh vsebin na pedagoških akademijah po letu 1960 in pedagoških fakultetah po letu 1986. Vzporedno nas zanima tudi položaj in prisotnost tega predmeta v okviru študija pedagogike na Filozofski fakulteti v Ljubljani v obdobju med obema vojna ter v obdobju po drugi svetovni vojni do osamosvojitve Slovenije. Predstavimo tudisituacijo na tem področju v treh študijskih programih pedagogike v Sloveniji. Pri tem nas zanimajo spremembe v vsebinskih poudarkih. Na podlagi analize zapisov o J.F. Herbartu v učbenikih zgodovine pedagogike ter v pedagoškem tisku poskušamo prepoznati razvoj interpretacijskih vzorcev ter poudarkov o njegovih pedagoških idejah v odvisnosti od aktualnih pedagoških trendov. Čeprav smemo J. F. Herbarta šteti med ključne pedagoške klasike v Sloveniji le izjemoma naletimo na avtorje, ki so Herbarta brali tudi v originalu. Več kot stoletje so zapisi o njem ponavljali sporne stereotipe in šele v zadnjem obdobju se je na tem področju zgodil premik.

Ključne besede: ● zgodovina pedagogike ● predmet ● Slovenija ● J. F. Herbart ●

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THE PERIODS OF HUNGARIAN EDUCATIONAL SCIENCE IN THE 20TH CENTURY

András Németh (Hungary)

Abstract

The research to date indicates that more phases in the academic discipline development of the educational sciences in Hungary can be distinguished. The first one puts the presentation its focus on giving an overview about the development and peculiarities of science of education in Hungary in the first half of the 20th century. During this time, an educational movement emerged that focused on the empirical paradigms of social science research (experimental pedagogy, children's studies). This is also the phase of the sustainable institutionalization of the educational sciences, in the reception of which the German "Geisteswissenschaft" played an important role. After the Second World War, Hungary was taken into the sphere of influence of the Soviet Union and began a new phase under the political power changes of Stalinism affected. In the second half of the presentation investigate those political and social circumstances which made the Hungarian scientific institutional system (universities and the Scientific Academy) transform in the area of Rákosi dictatorship. This processes tries to analyse these processes by involving archival sources and other secondary literatures in our inquiry.

Keywords: • history • educational sciences in Hungary • development phases • disciplinary field • “Geisteswissenschaft” • science of socialism/communism •

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HISTORY OF EDUCATION AS AN ACADEMIC AND SCIENTIFIC DISCIPLINE IN SLOVAKIA (HISTORICAL DEVELOPMENT AND CURRENT PROBLEMS)

Blanka Kudláčová (Slovakia)

Abstract

In Slovakia, the academic subject History of Education was a part of teacher training in the Pedagogical Seminar before the Second World War and belonged to key educational disciplines (Educational Theory [Ger. Allgemeine Pädagogik], Philosophy of Education, Didactics). This subject and all researches in this area were ideologized during the era of Socialism. Marginalisation of the academic discipline of history of education as well as historical-educational research in Slovakia after 1989, which is pointed out e.g. by Hamada (1995); Michalička (2004, 2012); Kudláčová (2009, 2010, 2012, 2016), resulted in a state in which educational past is no longer reflected and it causes disturbance of historical continuity of educational theory (Ger. Pädagogik). The aim of this paper is: 1) to point out development and transformations of the academic discipline History of Education and historical-educational research in Slovak context, especially in the 20th century; 2) to identify specifics in the examined field, 3) to describe new methodological approaches in historical-educational research in general, 4) to point out current problems and possible foundations of history of education in Slovakia.

Key words: ● history of education ● historical-educational research ● Slovakia
● past ● current problems ● perspectives ●

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DEJINY PEDAGOGIKY AKO AKADEMICKÁ A VEDECKÁ DISCIPLÍNA NA SLOVENSKU (HISTORICKÝ VÝVOJ A AKTUÁLNE PROBLÉMY)

Blanka Kudláčová (Slovensko)

Abstraktné

Akademická disciplína dejiny pedagogiky bola na Slovensku do 2. svetovej vojny súčasťou vzdelávania učiteľov v pedagogických seminároch a patrila k základným pedagogickým disciplinám (spolu so všeobecnou pedagogikou, filozofiou výchovy, didaktikou). Tento predmet a súvzťažné výskumy v tejto oblasti boli počas obdobia socializmu podriadené ideológii. Marginalizácia akademickej disciplíny dejiny pedagogiky a tiež historicko-pedagogických bádání na Slovensku po r. 1989, na ktoré poukazujú napr. Hamada (1995); Michalička (2004, 2012); Kudláčová (2009, 2010, 2012, 2016), vyústili do stavu, kedy pedagogická minulosť nie je reflektovaná, čo spôsobuje narušenie historickej kontinuity pedagogickej teórie (Ger. Pädagogik). Cieľom príspevku je: 1) poukázať na vývoj a premeny akademickej disciplíny dejiny pedagogiky a historicko-pedagogického bádania v slovenskom kontexte, so zameraním na 20. storočie, 2) identifikovať špecifiká v skúmanej oblasti, 3) opísať nové metodologické prístupy v historicko-pedagogickom výskume vo všeobecnosti, 4) poukázať na súčasné problémy a možné východiská v oblasti dejín pedagogiky.

Kľúčové slová: • dejiny pedagogiky • historicko-pedagogický výskum • Slovensko • minulosť • súčasné problémy • perspektívy •

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THE HISTORY OF EDUCATION AS A DISCIPLINARY FIELD IN SPAIN: CHALLENGES AND SURVIVAL STRATEGIES

Antonio Fco. Canales Serrano (Spain)

Abstract

This paper aims to draw an overview of the history of education as a disciplinary field in Spain. To do this, it will firstly analyze the main lines of research and point out the fascination with the novelty and theoretical disorientation that characterizes many of them. Later, the analysis will focus on institutional elements such as conferences, societies and journals that reveal a remarkable activity in the disciplinary field. Subsequently, the challenge posed by the progressive disappearance of the contents of history of education in the curricula of the faculties of education will be analyzed. Finally, some strategic reflections will be made for the survival of the disciplinary field in a new institutional context.

Keywords: • History of education • Disciplinary field • Research • Institutionalisation • Spain •

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LA HISTORIA DE LA EDUCACIÓN COMO CAMPO DISCIPLINAR EN ESPAÑA: DESAFÍOS Y ESTRATEGIAS

Antonio Fco. Canales Serrano (España)

Extracto

La presente comunicación pretende dibujar una panorámica de la historia de la educación como campo disciplinar en España. Para ello, analizará en un primer momento las principales líneas de investigación y señalará la desorientación y fascinación por la novedad que preside muchas de ellas. Posteriormente, el análisis se centrará en elementos institucionales como los congresos, sociedades y revistas que revelan una notable actividad del campo disciplinar. Posteriormente, se analizará el desafío planteado por la progresiva desaparición de los contenidos de historia de la educación en el currículum de las facultades de educación. Finalmente, se realizarán algunas reflexiones estratégicas para la supervivencia del campo disciplinar en un nuevo contexto institucional.

Palabras clave: ● Historia de la educación ● Campo Disciplinar ● Investigación
● Institucionalización ● España ●

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HISTORY OF EDUCATION IN GREECE: THE TEACHING NECESSITY AND THE STRUGGLE FOR THE RESEARCH ESTABLISHMENT

Panagiotis Kimourtzis (Greece)
& Ioannis Betsas (Greece)

Abstract

Our paper aims at discussing the History of Education in Greece as a scientific field: a subject of teaching and research. After reviewing the historiography of the Greek education chronologically and thematically, we discuss the main historiographic trends over time under the light of the current theoretical and epistemological views. As far as the field of the History of Education is concerned, the positivistic epistemological model and the subsequent dominant interpretive paradigm under the discipline of social history are considered and become understood as immediate reflections of the major socio-cultural shifts of the Greek society. Subsequently, we propose a mapping of the teaching of the field at teacher education faculties and other schools of the Greek Universities.

In Greek case, History of Education as a distinct fundamental pedagogical discipline reached its peak in the decades of 80's and 90's, in parallel with the upgrading of teacher education at university level. Nowadays, when as an academic field History of Education isn't considered particularly compatible with the new public management principles, as a subject of teaching it has a reduced presence especially in the curricula for pre-school teachers. Recent research in the field shows that the Greek historians of education, often under the coordination of their society (GSHE), experience new research trends, methods and theoretical tools; it also tends to highlight education as having multiple dimensions, and at the same time to recognize the significance of the historical one for understanding educational phenomenon and educational change.

Keywords: ● Historiography of Education ● History of Greek Education ● research methods ● academic discipline ●

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Η ΙΣΤΟΡΙΑ ΤΗΣ ΕΚΠΑΙΔΕΥΣΗΣ ΣΤΗΝ ΕΛΛΑΔΑ: Η ΑΝΑΓΚΑΙΟΤΗΤΑ ΤΗΣ ΔΙΔΑΣΚΑΛΙΑΣ ΚΑΙ Ο ΑΓΩΝΑΣ ΓΙΑ ΕΡΕΥΝΗΤΙΚΉ ΚΑΘΙΕΡΩΣΗ

Παναγιώτης Κιμουρτζής (Ελλάδα)
& Ιωάννης Μπέτσας (Ελλάδα)

Αφηρημένη

Η εργασία μας στοχεύει να διερευνήσει την Ιστορία της Εκπαίδευσης στην Ελλάδα ως επιστημονικό πεδίο: ως αντικείμενο διδασκαλίας και έρευνας. Μετά από τη χρονολογική και θεματική επισκόπηση της ιστοριογραφίας της ελληνικής εκπαίδευσης, συζητούμε τις κύριες ιστοριογραφικές τάσεις που εκδηλώθηκαν στη διάρκεια του χρόνου υπό το φως σύγχρονων θεωρητικών και μεθοδολογικών απόψεων. Σε ό,τι αφορά το πεδίο της Ιστορίας της Εκπαίδευσης, τόσο το θετικιστικό επιστημολογικό μοντέλο όσο και το μετέπειτα κυρίαρχο ερμηνευτικό παράδειγμα που αρδύεται από το πεδίο της κοινωνικής ιστορίας γίνονται κατανοητά ως άμεσες αντανακλάσεις των ευρύτερων κοινωνικο-πολιτισμικών εξελίξεων που διατρέχουν την ελληνική κοινωνία. Ακολουθώντας, προχωρούμε στη χαρτογράφηση της διδασκαλίας του πεδίου της Ιστορίας της Εκπαίδευσης στα Τμήματα εκπαίδευσης εκπαιδευτικών και σε άλλες σχολές των ελληνικών πανεπιστημίων.

Στην περίπτωση της Ελλάδας, η Ιστορία της Εκπαίδευσης ως θεμελιώδες διακριτό πεδίο των επιστημών της εκπαίδευσης έφτασε στο αποκορύφωμά της στις δεκαετίες του 80 και του 90, παράλληλα με την αναβάθμιση της εκπαίδευσης των εκπαιδευτικών σε πανεπιστημιακό επίπεδο. Σήμερα, που ως ακαδημαϊκό πεδίο δε θεωρείται απολύτως συμβατή με τις αρχές και τις επιδιώξεις της «Νέας Δημόσιας Διοίκησης», η Ιστορία της Εκπαίδευσης ως αντικείμενο διδασκαλίας έχει μειωμένη παρουσία ιδιαίτερα σε πανεπιστημιακά τμήματα που εκπαιδεύουν νηπιαγωγούς. Η πρόσφατη έρευνα στο πεδίο αναδεικνύει ότι οι Έλληνες ιστορικοί της εκπαίδευσης, πολλές φορές υπό το συντονισμό της Εταιρείας τους (ΕΛΕΙΕ), δοκιμάζουν νέες ερευνητικές τάσεις, μεθοδολογικά και θεωρητικά εργαλεία: πρόκειται για έρευνα που προσεγγίζει την εκπαίδευση πολυδιάστατα, δίνοντας ιδιαίτερη έμφαση στην ιστορική διάσταση ως προϋπόθεση κατανόησης τόσο του εκπαιδευτικού φαινομένου όσο και της εκπαιδευτικής αλλαγής.

Λέξεις – Κλειδιά: • Ιστοριογραφία της Εκπαίδευσης • Ιστορία της Ελληνικής Εκπαίδευσης • ερευνητικές μέθοδοι • ακαδημαϊκό πεδίο •

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DEVELOPMENT OF HISTORY OF PEDAGOGY AS A SCIENCE AND TEACHING DISCIPLINE IN AZERBAIJAN

Alizada Hikmat (Azerbaijan) &
Alizada Sabina (Azerbaijan)

Abstract

The formation and teaching of the history of pedagogy as a science in Azerbaijan began in the 1920s. Over the years, the main place was taken by studies in the study of the history of pedagogy, the study of the pedagogical ideas of thinkers and the study of the experience of teachers and books were written that were educational in nature and students were provided with information on the history of pedagogy. In the 1930s, scientists' investigations on national sources were limited by the repression under the name of struggle against nationalism. Since the 1940s researches about history of pedagogy has become more intense. Ahmed Seyidov became a prominent figure in history of pedagogy with his researches on pedagogical meetings of educators and enlighteners of Azerbaijan. Under his leadership, research on the history of pedagogy was expanded, new textbooks were written, and the teaching process of this subject was given a special place in the pedagogical faculties. In the 50-90s, the History of Pedagogy was taught as a major subject in all pedagogical faculties, and new textbooks and monographs were written. When studying the history of pedagogy, the development of pedagogical ideas, the achievements of Azerbaijani pedagogy, the history of schools and higher education, the history of pedagogical ideas of the study of the peoples of the East has become a priority. After independence, a new stage in the development of the history of pedagogy expanded: the geography of research expanded, the teaching of pedagogy became an independent subject in pedagogical faculties, new original monographs and textbooks were prepared, republican and international conferences were held that were devoted to the work of thinkers and teachers. However, after the transition to the Bologna process, the amount of time devoted to teaching the history of pedagogy was significantly reduced.

Key words: • history of pedagogy • pedagogical heritage • pedagogical ideas of thinker's • national pedagogy • pedagogical meetings of enlightener's •

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AZƏRBAYCANDA PEDAQOGIKA TARIXİNİN ELM VƏ TƏDRİS FƏNNİ KİMİ İNKİŞAFI

**Əlizadə Hikmət (Azərbaycan) &
Əlizadə Səbinə (Azərbaycan)**

Xülasə

Azərbaycanda pedaqogika tarixinin elm kimi formalaşması və tədrisi XX əsrin 20-ci illərinə təsadüf edir. Bu illərdə pedaqogika tarixi istiqamətində tədqiqatların əsası qoyuldu, pedaqogika tarixinin araşdırılmasında mütəfəkkirlərin pedaqoji fikirlərinin tədqiqi və maarifçilərin təlim - tərbiyə haqqında təcrübəsinin araşdırılması əsas yer tutdu, dərslük xarakteri daşıyan ilk ümumiləşdirici kitablar yazıldı, tələbələrə pedaqogika tarixi ilə bağlı məlumatlar verilməyə başladı.

30-cu illərdə millətçiliyə qarşı mübarizə adı altında həyata keçirilən represiyalar alimlərin milli qaynaqları araşdırmaq imkanlarını məhdudlaşdırdı.

40-cı illərdən etibarən pedaqogika tarixi istiqamətində tədqiqatlar daha intensiv xarakter aldı. Əhməd Seyidov Azərbaycan mütəfəkkirlərinin və maarifçilərinin pedaqoji görüşləri haqqında tədqiqatları ilə pedaqogika tarixinin görkəmli simasına çevrildi. Onun rəhbərliyi altında pedaqogika tarixi istiqamətində aparılan tədqiqatlar genişləndi, yeni dərslük vəsaitləri yazıldı və pedaqoji fakültələrdə bu fənnin tədrisinə daha çox yer ayrıldı.

50-90-cü illərdə artıq Pedaqogika tarixi müəllim hazırlayan bütün fakültələrdə əsas fənn kimi tədris edilirdi, yeni dərslük və dərslük vəsaitləri yazıldı. Pedaqogika tarixinin tədqiqində müxtəlif dövrlərdə pedaqoji fikrin inkişafının, Azərbaycan xalq pedaqogikasının nailiyyətlərinin, məktəbin və ali təhsilin inkişaf tarixinin, Şərq xalqlarının pedaqoji fikir tarixinin tədqiqi prioritet problemə çevrildi.

Müstəqillik əldə edildikdən sonra Pedaqogika tarixinin inkişafında yeni mərhələ başlandı: tədqiqatların coğrafiyası genişləndi, müəllim hazırlayan fakültələrdə pedaqogika tarixi müstəqil fənn kimi tədris edildi, yeni orijinal monoqrafiyalar, dərslüklər və dərslük vəsaitləri hazırlandı, mütəfəkkirlərin, maarifçilərin pedaqoji görüşlərinə həsr olunmuş respublika və beynəlxalq konfranslar keçirilməyə başlandı. Lakin Boloniya prosesinə keçiddən sonra Pedaqogika tarixi fənninə ayrılan saatların miqdarı nəzərə çarpacaq dərəcədə azaldıldı.

Açar sözlər: • pedaqogika tarixi • pedaqoji irs • mütəfəkkirlərin pedaqoji fikirləri • xalq pedaqogikası • maarifçilərin pedaqoji görüşləri •

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**ACCESSING AN INTER- AND TRANSNATIONAL
HISTORIOGRAPHY OF EDUCATION: THE PEDAGOGIC
CORRESPONDENCE AND NETWORKS OF WILHELM REIN
(1847-1929)**

Katja Grundig de Vazquez (Germany)

Abstract

The contribution wants to outline the concept of an inter- and transnational historiography of education and wants to argue that it has to be strengthened both as a basic meta-perspective research approach *in* and an objective *of* the history of education. It will be shown, that (1) there is still a focus on national historiographies of education, that (2) international historical educational research is still concentrated on comparative (rather than merging) approaches and that (3) a western historiography of education continues to be accentuated. It will be discussed if – to better understand historical dynamics of education – a transnational pedagogical historiography that is considered as a distinct self-contained meta-history of education standing on a par with national histories of education, has to complement national or comparative approaches. Research challenges, approaches and perspectives of such a transnational history of education will be contoured. A project in progress will be presented that aims on supporting and realizing transnational pedagogical research to better understand historical developments and today's commonalities and differences between national educational systems. The project in question works on an online edition and content analysis of the pedagogical correspondence of Wilhelm Rein (1847-1929), who was one of the internationally most influential educationalists and teacher educators of his time. His professional network was in the overlap of various scholarly schools and ideologies and different transnational discourses and networks. Research perspectives and first results from basic and network research on this correspondence will be presented, cooperation in research will be encouraged.

Keywords: • International educational historiography • educational network analysis • education systems • trans-national educational transfer •

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**ZUGÄNGE ZU EINER INTER- UND TRANSNATIONALEN
BILDUNGSGESCHICHTE: DIE PÄDAGOGISCHE
KORRESPONDENZ WILHELM REINS (1847-1929) UND SEINE
TRANSNATIONALEN PÄDAGOGISCHEN KONTAKTE**

Katja Grundig de Vazquez (Deutschland)

Abstract

Der Beitrag möchte sich mit dem Konzept einer inter- und transnationalen Bildungs- und Erziehungsgeschichte auseinandersetzen und sich dafür aussprechen, eine solche sowohl als grundlegenden Forschungsansatz, wie auch als Forschungsziel und -perspektive einer Erziehungsgeschichte zu stärken. Es soll gezeigt werden, dass (1) immer noch von einem vorrangigen Forschungsinteresse an nationalen Bildungsgeschichten gesprochen werden kann, dass (2) internationale Bildungsgeschichte sich vor allem auf vergleichende (und nicht auf zusammenführende) Ansätze konzentriert und dass (3) westlich orientierte Interpretationslinien nach wie vor dominieren. Es soll diskutiert werden, ob – um Dynamiken und Entwicklungen von Pädagogik länder- und kulturübergreifend besser zu verstehen – nicht eine transnationale Bildungs- und Erziehungsgeschichte, die als eigenständige, unabhängige Metaerzählung verstanden wird, gleichberechtigt neben nationalen und vergleichenden bildungsgeschichtlichen Ansätzen stehen sollte. Herausforderungen, mögliche Ansätze und Perspektiven einer solchen transnationalen Bildungs- und Erziehungsgeschichte sollen umrissen werden. Exemplarisch soll ein laufendes Projekt vorgestellt werden, das dazu beitragen möchte, transnationale historische Ansätze in der Pädagogik zu stärken, und das gleichzeitig bereits einen solchen transnationalen bildungsgeschichtlichen Ansatz verfolgt. Das fragliche Projekt zielt auf die Realisierung einer Online Edition und einer grundlegenden Inhaltsanalyse der pädagogischen Korrespondenz Wilhelm Reins (1847-1929), der einer der international einflussreichsten Erziehungswissenschaftler und Lehrerbildner seiner Zeit war. Sein länderübergreifendes berufliches Netzwerk vereinte Pädagogen unterschiedlichster fachlicher Schulen, theoretischer Hintergründe und Ansätze und war geprägt von unterschiedlichen einschlägigen zeitgenössischen fachlichen Diskursen, auf die seine Korrespondenz Zugriff erlaubt. Forschungsperspektiven und erste Ergebnisse der Grundlagen- und Netzwerkforschung sollen präsentiert, Forschungskooperationen angeregt werden.

Schlüsselwörter: ● Inter- und transnationale Bildungsgeschichte ●
Erziehungshistorische Netzwerkanalyse ● Bildungssysteme ● transnationaler
Bildungstransfer ●

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HISTORY OF EDUCATION IN MULTILINGUAL SWITZERLAND: DEVELOPMENTAL LINES SINCE THE END OF THE 19TH CENTURY

Esther Berner (Switzerland)

Abstract

Switzerland is a particularly interesting case with regard to the question of the significance and development of Historical Pedagogy, since two culturally and linguistically distinct traditions can be identified in a small overseable country.¹ Regarding the Educational Science as a whole, it is indeed possible to find differences in the scientific understanding in both, the German-speaking and the French-speaking part of Switzerland since the phase of establishment as an academic discipline.² In the meantime and particularly with the socio-scientific turnaround and the internationalization of science and research since the 1960s, it came to convergences of the approaches. Nonetheless, in this contribution the thesis is to be examined that also *Historical Pedagogy*, its disciplinary localization within the Educational Science and its status were affected by these different starting conditions at the end of the 19th century (and still is up to the present time).

The paper focuses Educational Science as a academic subject, whereas special attention is drawn to the number, presence and weight of chairs or professorships with a denomination in the historical field. Further issues concern research priorities and possible differences in methodological orientations and theoretical selfunderstandings. An important turning point in recent years is the 1990s, when the reform of teacher education led to the founding of universities of teacher training (Pädagogische Hochschulen). In accordance with their research and qualification mandate, the teacher training universities have their own professorships and research units. Whether and to what extent Historical Pedagogy has been able to establish itself in this important educational sector should also be examined.

Keywords: ● Switzerland ● Historical Pedagogy ● Comparison ● Language Areas ● Science History ●

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HISTORISCHE PÄDAGOGIK IN DER MEHRSPRACHIGEN SCHWEIZ: ENTWICKLUNGSLINIEN SEIT DEM AUSGEHENDEN 19. JAHRHUNDERT

Esther Berner (Schweiz)

Abstract

Die Schweiz ist deshalb ein besonders interessanter Fall im Hinblick auf die Frage nach der Bedeutung und Entwicklung der Historischen Pädagogik, da auf kleinem und übersichtlichem Raum sprachlich-kulturell bedingt wissenschaftshistorisch zwei unterschiedliche Traditionslinien auszumachen sind. Betrachtet man die Erziehungswissenschaft insgesamt, so lassen sich nämlich seit der Etablierungsphase durchaus Differenzen im Wissenschaftsverständnis der Erziehungswissenschaft bzw. Pädagogik der deutschsprachigen Schweiz verglichen mit der französischsprachigen Schweiz feststellen.¹ Zwar ist es mit der sozialwissenschaftlichen Wende und im Zuge der Internationalisierung von Wissenschaft und Forschung ab den 1960er Jahren zu Konvergenzen gekommen. Dennoch soll in diesem Beitrag die These geprüft werden, dass auch die Historische Pädagogik, ihre disziplinäre Verortung innerhalb der Erziehungswissenschaft und ihr Stellenwert, von diesen unterschiedlichen Ausgangsbedingungen am Ende des 19. Jahrhunderts bis in die jüngere Vergangenheit und mitunter Gegenwart tangiert wurde/wird. Im Fokus der Untersuchung stehen dabei die Erziehungswissenschaft als universitäres Fach und die Frage nach Präsenz und Gewicht sowie Forschungsschwerpunkten und allfälligen methodischen Orientierungen und theoretischem Selbstverständnis von Lehrstühlen bzw. Professuren mit einer Denomination im historischen Bereich. Eine wichtige Zäsur jüngerer Datums bilden die 1990er Jahre, in denen es mit der Reform der Lehrerbildung zur Gründung von pädagogischen Hochschulen und damit zu einer Tertiarisierung der Ausbildung von Lehrpersonen kam. Entsprechend ihrem Forschungs- und Qualifikationsauftrag besitzen die Pädagogischen Hochschulen eigene Professuren und Forschungseinheiten. Ob und in welchem Ausmass sich die historische Erziehungswissenschaft in diesem wichtigen pädagogischen Ausbildungssektor etablieren konnte, gilt es ebenfalls zu prüfen.

Schlüsselwörter: • Schweiz • Disziplingeschichte • Historische Pädagogik • Sprachräume • Vergleich •

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TEXTBOOKS IN HISTORY OF EDUCATION IN THE STRUCTURE OF PEDAGOGICAL EDUCATION OF THE INDEPENDENT UKRAINE (1991–2018)

Larysa Berezivska (Ukraine)

Abstract

Nowadays, when the higher education reform in Ukraine is influenced by the world and European challenges, the study of the degree of representation of the history of education concerning training future teachers and lecturers becomes a relevant one. The author has analysed various textbooks in the history of pedagogy and education of the independent Ukraine and characterised approaches to the history of Ukrainian and foreign education: the history of European education is mainly presented, a Ukrainian one in particular, the education of other continents of the world is less described; the information about the most of them is given on the basis of chronological and thematic approach and modern theoretical and methodological principles (civilizational, anthropological, paradigmatic, cultural, and axiological approaches).

The author argues the need to update the content of textbooks in the history of pedagogy, taking into account the new scientific knowledge received in the course of Ukrainian and foreign studies on the history of the national and foreign education, culture, and philosophy in the early 21st century. The following ways for realisation of these tasks are suggested: actualization of historical and pedagogical component in the structure of pedagogical education of Ukraine as an effective means of formation of pedagogical culture, development of professional world outlook and pedagogical thinking of future teachers and lecturers; cooperation between research institutions and higher education institutions; organisation of discourses in order to exchange opinions on preparing textbooks and manuals in the history of pedagogy; activation of international cooperation of Ukrainian historians of pedagogy.

Keywords: ● history of education ● textbooks in the history of pedagogy and education ● pedagogical education ● Ukraine ●

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ПІДРУЧНИКИ З ІСТОРІЇ ОСВІТИ В СТРУКТУРІ ПЕДАГОГІЧНОЇ ОСВІТИ НЕЗАЛЕЖНОЇ УКРАЇНИ (1991–2018)

Лариса Березівська (Україна)

Анотація

Нині під час інтенсивного реформування вищої освіти України в руслі європейських викликів набуває актуальності дослідження ступеня представлення історії освіти в змісті підготовки майбутніх учителів і викладачів університетів. На основі аналізу різних підручників і навчальних посібників з історії педагогіки та освіти, які відіграли провідну роль у підготовці вчителів, викладачів закладів вищої освіти незалежної України, виявлено й схарактеризовано підходи до висвітлення історії української та зарубіжної освіти: представлена переважно історія освіти Європи, зокрема України, менше – освіта інших континентів світу; зміст більшості з них викладений на основі хронологічно-тематичного підходу, на сучасних теоретико-методологічних засадах (цивілізаційний, антропологічний, парадигмальний, культурологічний, аксіологічний підходи).

Аргументовано потребу в оновленні змісту чинних підручників і навчальних посібників з історії педагогіки чи освіти з урахуванням: одержаного нового наукового знання у ході українських і зарубіжних досліджень з історії української та зарубіжної освіти, культури, філософії початку XXI ст. Запропоновано шляхи реалізації цих завдань: актуалізація історико-педагогічного компонента в структурі педагогічної освіти України як ефективного засобу формування педагогічної культури, розвитку професійного світогляду й педагогічного мислення майбутніх учителів, викладачів; кооперування дослідницьких зусиль наукових установ і закладів вищої освіти; організація дискурсів із метою обміну думками щодо написання підручників та навчальних посібників з історії педагогіки; активізація міжнародного співробітництва українських істориків педагогіки.

Ключові слова: • історія освіти • підручники з історії педагогіки та освіти • педагогічна освіта • Україна •

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HISTORY OF EDUCATION AS A PEDAGOGICAL DISCIPLINE AND SCIENTIFIC FIELD OF STUDY IN BULGARIA (1878-1944)

Albena Chavdarova (Bulgaria)

Abstract

The training of teachers dates back to 1878, with the liberation from Ottoman rule and the establishment of the 3rd Bulgarian state, with the newly formed National Education System. Teachers' training varied in length and scope depending on school grade and subject, all in accordance with the new state standards, together with some core disciplines, like "History of Education".

As an ever-present discipline, part of the core theoretical body of knowledge for all teachers to be, it included various courses, amongst them:

- History of Education – famous educators and their ideas
- History of Education and a short look on contemporary history
- History of Education from birth to the 19th century

In the beginning the course material centered on translated textbooks by the swiss school inspector J. Paroz (1883), the Greek author A. Spataki (1884), the Croatian pedagogue S. Basariček (1891, 1899), as well as F. Dittes (1900). In 1906 the first textbooks by Bulgarian authors enter the curriculum. Those texts were summaries of foreign works, specifically compiled to train new teachers.

As a scientific field of study, the "History of Education" existed exclusively under the umbrella of the Sofia university. The courses were led by professors educated abroad, like P. Noikov (who did extensive research on Jean-Jacques Rousseau and L. Tolstoy), H. Negencov (who researched F. Fröbel), M. Geraskov (who concentrated on H. Spenser), D. Kacarov (on the concept of progressive education) and others. Their works were published abroad in English, French and German.

Keywords: • history of education • teachers' training • discipline • research •

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ИСТОРИЯ НА ПЕДАГОГИКАТА КАТО ПЕДАГОГИЧЕСКА ДИСЦИПЛИНА И НАУКА В БЪЛГАРИЯ (1878-1944)

Албена Чавдарова (България)

Резюме

Началото на подготовката и квалификацията на учителите в България се поставя непосредствено след Освобождението от османско владичество (1878), когато се изгражда и националната образователната система. В зависимост от нейната структура учителите за отделните степени получават диференцирано образование в различни по продължителност и насоченост учебни заведения, но в съдържателен план професионалната педагогическа подготовка е унифицирана.

Дисциплината „история на педагогиката“ е иманентна част от теоретичната общопедагогическа подготовка на всички бъдещи учители, като тя присъства в различни конфигурации и с различни съдържателни акценти: история на педагогиката - главни педагози и техните идеи, история на педагогиката с кратък преглед на новата история, история на педагогиката от най-стари времена до XIX в. и др. За нуждите на обучението първоначално се използват преведените на български език учебници на швейцарския училищен инспектор Ю. Пароц (1883), на гръцкия автор А. Спатаки (1884), на хърватския педагог Ст. Басаричек (1891, 8899), както и на Фр. Дитес (1900). През 1906 г. излизат и първите два учебника с български автори, които както и последвалите ги издания имат предимно компилативен характер и са предназначени за подготовката на учители.

В научен план до 1944 г. „историята на педагогиката“ в България се развива само в Университета в рамките на специалност „Педагогика“, където също се преподава такъв академичен курс. В това направление работят университетските професори П. Нойков, който има самостоятелни научни изследвания за Ж. Ж. Русо и Л. Н. Толстой, Хр. Негенцов – за Фр. Фрьобел, М. Герасков – за Х. Спенсър, Д. Кацаров – за свободното възпитание и др., голяма част от които са написани на чужд език (немски, френски, английски) и са публикувани и в чужбина.

Ключови думи: ● история на педагогиката ● обучение на учители ● дисциплини
● научни изследвания ●

HISTORY OF PEDAGOGY AS AN ACADEMIC COURSES AND A SCIENCE AT THE SOFIA UNIVERSITY “ST. KLIMENT OHRIDSKI” IN PERIOD 1944 – 1989

Mariyana Ilieva (Bulgaria)

Abstract

In September 1944 a communist regime was imposed in Bulgaria and the country's political, industrial, socio-economical and cultural structures were radically changed by the ideology of this regime. The changes left their mark on the functioning of the Sofia University as well. The University was affected the most by the changes as it was supposed to become a powerful factor in the building of socialism in Bulgaria.

In the period 1944-1989 the History of Pedagogy as an academic courses and a science preserves its significant place in university pedagogical education but develops on the basis of political ideology and imposes under strong influence of the Soviet pedagogy. The curriculum of the degree program Pedagogy at the Sofia University contains two separate compulsory academic courses in the field of pedagogical history. The first is History of Pedagogy which includes the topics about the development of education, the pedagogical scientific thought and the scholars in a general historical aspect. The second is History of Bulgarian Education which includes the topics about the development of education, the pedagogical scientific thought and the scholars in Bulgaria.

The aim of the research paper is to present the development and characteristics of the History of Pedagogy as academic disciplines and science at the Sofia University in the period 1944-1989. The analysis focuses upon the volume, content of academic courses and the disposition of the themes in the context of the imposed soviet ideology in the curriculum. The research paper focuses on the academic profile of the lecturers and the characteristics of science of the History of Pedagogy. Parallel to this is describes the correlation between tradition and contemporary challenges in science.

Keywords: ● pedagogy ● history ● university ● academic disciplines ● science ●

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ИСТОРИЯ НА ПЕДАГОГИКАТА КАТО АКАДЕМИЧНИ КУРСОВЕ И НАУКА В СОФИЙСКИЯ УНИВЕРСИТЕТ „СВ. КЛИМЕНТ ОХРИДСКИ” В ПЕРИОДА 1944 – 1989

Марияна Илиева (България)

Резюме

През септември 1944 г. в България настъпват радикални промени в политическите, индустриалните, социално-икономически и културните структури, въз основа на идеологията на новия комунистически режим. Промените оставят своя отпечатък върху дейността на университета. Университетът е засегнат най-много от промените, тъй като се предполага да се превърне в мощен фактор за изграждането на социализма в България.

В периода 1944-1989 г. История на педагогиката като академични курсове и наука запазват своето значимо място в университетското педагогическо образование, но се развива на основата на наложената идеология и е под силно влияние на съветската педагогика. В учебния план на специалност Педагогика са заложили две отделни задължителни учебни дисциплини в областта на педагогическата история. Първата е История на педагогиката, която обхваща развитието на образованието, педагогическата научна мисъл и учените в общ исторически аспект. Втората е История на българското образование която обхваща развитието на образованието, педагогическата научна мисъл и учените в България.

Целта на научното изследване е да представи развитието и характеристиките на История на педагогиката като учебни дисциплини и наука в Софийския университет в периода 1944-1989 г. Анализът е насочен към обема, съдържанието на курсовете и разпределението на отделните теми в учебния план в контекста на наложената съветска идеология. Фокусът на изследването е насочен към академичния профил на преподавателите и характеристиките на науката. Паралелно с това се описва връзката между традицията и съвременните предизвикателства в науката.

Ключови думи: ● педагогика ● история ● университет ● академични курсове ● наука ●

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HISTORY OF EDUCATION AS A TEACHING SUBJECT IN BIH DURING DIFFERENT HISTORICAL PERIODS

Snježana Šušnjara (Bosnia and Herzegovina)

Abstract

In the first state teacher training schools founded by the Austrian-Hungarian Monarchy in Bosnia and Herzegovina (BiH) pedagogy was the compulsory teaching subject. In the official report of the teacher training school from 1888, it was registered that three books were in use for teaching and learning pedagogical subjects. These are: Uzgojoslovlje (Pedagogy) for the first grade, Obće obukoslovlje (General pedagogy) for the second grade and Posebno obukoslovlje (Special Pedagogy) with short history of education for the third grade. The author of the books was from Croatia, Stjepan Basariček. Pedagogy was developed as a practical teaching discipline in the teacher training schools and schools of theology in accordance to the school system in Austrian-Hungarian Monarchy. Teachers were the main representative of intelligence in BiH at that period of time. Therefore, the professional magazines published in BiH in the mentioned period were mostly from the field of pedagogy including history of education. After the Second World War, the teaching subject history of education found its place in the final grades of the teacher training schools. In 1963 the chair of pedagogy was established at the Faculty of Philosophy and students had a chance to attend lectures of history of education only in the period 1967-1969. The lack of teacher for this subject was evident. Only in 1990s history of education was included again in the regular curriculum and continued to function until today. This paper had an aim to introduce history of education as a school subject but also as a subject that is important for general cultural tradition of all people in BiH.

Key words: ● pedagogy ● teacher training schools ● history of education ● teaching subject ●

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NASTAVNI PREDMET POVIJEST PEDAGOGIJE I ŠKOLSTVA U BIH KROZ RAZLIČITA POVIJESNA RAZDOBLJA

Snježana Šušnjara (Bosna i Hercegovina)

Abstrakt

U prvim državnim učiteljskim školama koje osniva Austro-Ugarska u Bosni i Hercegovini (BiH) pedagogija je bila obvezni predmet u sva četiri razreda. U Prvom godišnjem izvješću Učiteljske škole iz 1888. godine nalazimo da se za I. godišće za poučavanje pedagogije koristilo *Uzgojoslovlje*, za drugo *Opće obukoslovlje* i za treće *Posebno obukoslovlje* i *kratka povijest pedagogije*, autora Stjepana Basaričeka. Pedagogija se u ovim, ali i vjerskim školama razvijala po uzoru na pedagogiju kao praktičnu učiteljsku disciplinu u okviru školskog sustava Austro-Ugarske Monarhije i temeljila se na Herbartovu pedagoškom sustavu. Tadašnju inteligenciju u Bosni i Hercegovini su uglavnom činili prosvjetni radnici. Također, stručni listovi koji su u to vrijeme objavljivani u BiH bili su uglavnom pedagoški. Učiteljske škole su bile središta u kojima se razvijala i njegovala pedagoška misao. U učiteljskim školama u vrijeme Kraljevine Jugoslavije nastavno osoblje je imalo zadovoljavajući broj pedagoške skupine predmeta u koju spada i povijest pedagogije. Nakon Drugog svjetskog rata, u učiteljskim školama se nastavlja s poučavanjem povijesti pedagogije u završnim razredima. Godine 1963. na novoosnovanoj katedri za pedagogiju na Filozofskom fakultetu u Sarajevu studenti slušaju predmet Povijest pedagogije samo u razdoblju od 1967-1969, jer nije bilo kvalificiranog predavača. Tek 1990-ih ovaj predmet ponovno zaživljava na katedri i traje do danas. Ovaj rad će predstaviti razvoj povijesti pedagogije i školstva kao nastavnog predmeta ali i predmeta koji je od značaja i za općekulturnu baštinu naroda BiH.

Ključne riječi: • pedagogija • učiteljske škole • povijest školstva • nastavni predmet •

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THE HISTORY OF PEDAGOGY AS AN ACADEMIC DISCIPLINE: MACEDONIAN PATHWAYS AND CROSSROADS

Suzana Miovska-Spaseva (Republic of North Macedonia)

Abstract

The paper gives an analysis of almost a hundred years of development in the study of history of pedagogy in the Macedonian universities, as well as of the contemporary academic status of this discipline and the tendencies for its further development. The historical aspects of the study of the history of pedagogy are elaborated in the framework of the development of higher education in Macedonia, especially of the studies of pedagogy, in which several stages are identified and discussed. The analysis is based on original faculties' documents and databases for historical-pedagogical research, as well as study programmes of pedagogy and corresponding outlines of the courses of the general and national history of pedagogy in different periods. The current academic status of the history of pedagogy in the Macedonian higher education is examined in the context of a crossroad marked by two contemporary contrasting approaches in education: neo-liberal and humanistic, whose choice determines the importance and the future academic path of this pedagogical discipline.

Key Words: ● History of pedagogy ● History of education ● Higher education
● Education in Macedonia ●

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ИСТОРИЈАТА НА ПЕДАГОГИЈАТА КАКО АКАДЕМСКА ДИСЦИПЛИНА: МАКЕДОНСКИ ПАТЕКИ И РАСКРСНИЦИ

Сузана Миовска-Спасева (Република Сјеверна
Македонија)

Резиме

Во овој труд се прави анализа на скоро едновековниот развој во изучувањето на историјата на педагогијата на македонските универзитети, како и на современиот академски статус на оваа дисциплина и на тенденциите за нејзиниот понатамошен развој. Историските аспекти на проучувањето на историјата на педагогијата се разработуваат во рамките на развојот на високото образование во Македонија, особено на студиите по педагогија, при што се идентификуваат и дискутираат неколку фази. Анализата се базира на оригинални факултетски документи и бази на податоци за историско-педагошки истражувања, како и на студиски програми за педагогија и соодветни предметни програми по општата и националната историја на педагогијата во одделни историски периоди. Постојниот академски статус на историјата на педагогијата во македонското високо образование се истражува во контекст на современата крстосница која е обележана со два спротивставени пристапи во образованието: неолибералниот и хуманистичкиот, чиј избор ги одредува важноста и идниот академски пат на оваа педагошка дисциплина.

Клучни зборови: ● историја на педагогијата ● историја на образованието ● високо образование ● образованието во Македонија●

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HISTORY OF EDUCATION AS AN SCIENTIFIC PEDAGOGICAL DISCIPLINE AND A TEACHING SUBJECT IN MONTENEGRO – PAST, PRESENT AND PERSPECTIVES

Vučina Zorić (Montenegro)

Abstract

This paper studies the beginnings, development, transformations, challenges and perspectives of the *History of Pedagogy* as a scientific discipline and a teaching subject in Montenegro. For this purpose, we have analysed the phenomenon, status and representation of *History of Pedagogy* as a teaching subject over a prior 130-year period, as well as the significant role it has had in the development of educational workers in Montenegro. Although generally considered a fundamental pedagogical discipline, the *History of Pedagogy* has lost its importance as a teaching subject, especially when it comes to its low representation in the education of future educators, classroom and subject teachers in primary and secondary schools or its reduction to a semester course in the Pedagogy programmes. On the other hand, *the History of Pedagogy* has never lost significance as a scientific pedagogical discipline in Montenegro, i.e. its content has always attracted interest. Namely, like everywhere, it has been a reflection of science, education and schooling, as well as of social life and the effects of political, ideological and other conditions and efforts. As a result of this, it has remained a research interest of pedagogical experts, but also those from related sciences, i.e. historians, philosophers, psychologists, sociologists, linguists and others who have made a significant contribution to its development. In addition to numerous dilemmas and challenges the *History of Pedagogy* faces, this work considers a number of recent studies which can significantly influence its status and development perspectives as well as the status of *Pedagogy* as a science in Montenegro.

Keywords: • Pedagogy • History of Pedagogy • teaching subject • teacher-training schools • University of Montenegro •

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ИСТОРИЈА ПЕДАГОГИЈЕ КАО НАУЧНА ПЕДАГОШКА ДИСЦИПЛИНА И НАСТАВНИ ПРЕДМЕТ У ЦРНОЈ ГОРИ – ПРОШЛОСТ, САДАШЊОСТ И ПЕРСПЕКТИВЕ

Вучина Зорић (Црна Гора)

Апстракт

Овај рад представља истраживање о почецима, развоју, трансформацијама, изазовима и перспективама *Историје педагогије* као научне педагошке дисциплине и наставног предмета у Црној Гори. У ту сврху је анализирана појава, статус и заступљеност *Историје педагогије* као наставног предмета од прије 130 година до сада и њена значајна улога у образовању просвјетних радника у Црној Гори. Иако је и данас сви посматрају као фундаменталну педагошку дисциплину она је као наставни предмет изгубила значај, посебно када се има у виду њена незаступљеност у оквиру образовања будућих васпитача, учитеља и предметних наставника у основним и средњим школама, па чак и за будуће педагоге свођењем само на један једносеместрални наставни предмет. С друге стране, *Историја педагогије* у Црној Гори, као научна педагошка дисциплина никада није губила на значају, тј. њен садржај је увијек био предмет интересовања. Наиме, била је као и свуда рефлексивна наука, образовања и школства, као и друштвеног живота у којима су се огледала и политичка, идеолошка и друга стања и настојања, те је како у прошлости тако и данас предмет истраживања педагошких експерата, али и оних из педагогији сродних наука, односно историчара, филозофа, психолога, социолога, лингвиста, и других који су дали значајан допринос њеном развоју. Поред бројних дилема и изазова пред којима се *Историја педагогије* налази, у раду су размотрена и бројна новија истраживања појединих аутора која могу значајно утицати на њен статус и перспективе развоја као и саме *Педагогије* као науке у Црној Гори.

Кључне ријечи: • педагогија • историја педагогије • наставни предмет • учитељске школе • Универзитет Црне Горе •

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Conference Program

TUESDAY, 25 June 2019 – Main hall of the Faculty of Philosophy
09:00-09:15 – Welcome address
<ul style="list-style-type: none">• Danilo Nikolić, Rector of the University of Montenegro• Sanja Damjanović, Minister of Science• Slobodan Backović, Montenegrin Academy of Sciences and Arts• Goran Barović, Dean of the Faculty of Philosophy• Vučina Zorić, Head of the Pedagogy Study Programme
09:15-11:15 Keynote speakers – Chair Blanka Kudlačova
<ul style="list-style-type: none">• Marc Depaepe (Belgium): Why even today the history of education is not an unnecessary luxury• Ehrenhard Skiera (Germany): On the Dictatorship of Dialectics in Theory and Historiography of the 'Geisteswissenschaftliche Pädagogik' - Presented by the Example of the Concept of Education and the Historical Reconstruction of 'Reformpädagogik'• Simonetta Polenghi (Italy): History of education: a discipline at risk? The Italian case• Andrej Rajský (Slovakia): History of Ideas of Education – Problem of Continuity• Tomáš Kasper & Dana Kasperová (Czech Republic): History of Education as a scientific discipline of education, as an academic discipline of pedagogy and as field of pedagogical research in the Czech lands and in the Czech Republic: historical comparison and current situation• Edvard Protner (Slovenia): Development of History of Pedagogy as a School and Study course in Slovenia Through the Reception of J. F. Herbart
11:15-11:45 Coffee break

11:45-13:00 – Presentations of the papers - Chair Simonetta Polenghi

- **András Németh (Hungary):** The Periods of Hungarian Educational Science in the 20th Century
- **Blanka Kudláčová (Slovakia):** History of Education as an Academic and Scientific Discipline in Slovakia (Historical Development and Current Problems)
- **Antonio Fco. Canales Serrano (Spain):** The history of education as a disciplinary field in Spain: challenges and survival strategies
- **Panagiotis Kimourtzis & Ioannis Betsas (Greece):** History of Education in Greece: the teaching necessity and the struggle for the research establishment
- **Alizada Hikmat & Alizada Sabina (Azerbaijan):** Development of History of Pedagogy as a Science and Teaching Discipline in Azerbaijan

13:00-14:15 - LUNCH

14:15-15:15 – Presentations of the papers - Chair Edvard Protner

- **Katja Grundig de Vazquez (Germany):** Accessing an inter- and transnational historiography of education: The pedagogic correspondence and networks of Wilhelm Rein (1847-1929)
- **Esther Berner (Switzerland):** History of Education in multilingual Switzerland: developmental lines since the end of the 19th century
- **Slawomir Sztobryn (Poland):** Polish historiography of education - methodological premises, disciplinary status, problem
- **Larysa Berezivska (Ukraine):** Textbooks in History of Education in the Structure of Pedagogical Education of the Independent Ukraine (1991–2018)

15:15-15:45 Coffee break

15:45-17:00 Presentations of the papers - Chair Tomáš Kasper

- **Albena Chavdarova (Bulgaria):** History of Education as a pedagogical discipline and scientific field of study in Bulgaria (1878-1944)
- **Mariyana Ilieva (Bulgaria):** History of Pedagogy as an academic courses and a science at the Sofia University “St. Kliment Ohridski” in period 1944 – 1989
- **Snježana Šušnjara (Bosnia and Herzegovina):** History of education as a teaching subject in BiH during different historical periods
- **Suzana Miovska-Spaseva (Republic of North Macedonia):** The History of Pedagogy as an Academic Discipline: Macedonian Pathways and Crossroads
- **Vučina Zorić (Montenegro):** History of Education as an Scientific Pedagogical Discipline and a Teaching Subject in Montenegro – Past, Present and Perspectives

18:00 CONCERT: Bojana Marković and Slobodan Bogdanović - King Nikola's Palace

19:00 DINNER - Hotel Trebjesa

WEDNESDAY, 26 June 2019 – Faculty of Philosophy

09:00-17:00 Excursion

- Museums in Cetinje
- Njegoš Mausoleum on Lovćen
- Lunch
- Kotor
- Perast
- The Island of The Lady of the Rocks

18:00-20:00 - Main hall of the Faculty of Philosophy

- Final discussion on the papers presented during the conference and the general topic of the conference
- Discussion about a suitable publisher for the publication of conference papers
- Closing of the conference

20:00-22:00 DINNER

HISTORY OF EDUCATION AS A SCIENTIFIC PEDAGOGICAL DISCIPLINE
AND A TEACHING SUBJECT – PAST, PRESENT AND PERSPECTIVES:
BOOK OF ABSTRACTS
Vučina Zorić

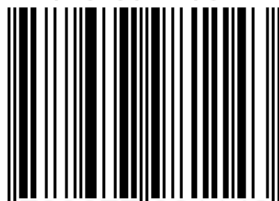




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