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**Prof. Albena Chavdarova** is a lecturer at Sofia University “St. Kliment Ochriski”, Faculty of Pedagogy. Her research interests are in the field of history of education and history of pedagogical sciences, of pedagogical education and qualification of teachers in historical context, as well as in history of social work. Prof. Chavdarova is a guest lecturer at a number of universities in Germany and Austria, as well as a participant in numerous scientific forums in the country and abroad. In the last five years Prof. Chavdarova has participated as a leader and team member in over 15 projects, some of them international. Prof. Chavdarova has published 5 books, over 20 studies, as well as more than 100 articles in Bulgarian and foreign editions. Prof. Chavdarova is a member of the Union of Scientists in Bulgaria, a member of the International Herbart Society (Germany), as well as of the editorial boards of the journal Pedagogy, the journal Science, the journal *Sodobna Pedagogika* (Slovenia), the journal Social Work. Prof. Chavdarova has also held a number of administrative positions: Deputy Dean of the Faculty of Pedagogy (1996-2004), Head of Department (1998-2006), Vice-Rector of Sofia University "St. Kliment Ochriski" (2011-2015).

### **Transfer of Herbartianism to Bulgaria**

In 1878 Bulgaria gained its independence after almost 500 years of existence within the Ottoman Empire. The first actions of the young state were related to the adoption of laws through which to build the overall system of school education. Due to lack

of institutions to train and qualify teachers, the government decided to send young people abroad (with state scholarships or at their own expense) to acquire the necessary education and after their return to Bulgaria to get involved in education. The first scholarship holders went to Vienna (*Wiener Pädagogium*) and Zagreb (Teachers' academy), and then to Jena (*Universität Jena*), which after their return spread Herbartism in Bulgaria. In this sense, the ideas of JF Herbart did not have a direct impact on the Bulgarian pedagogical theory and practice, but indirectly, through his followers and supporters. In Bulgaria, Herbartism was spread much later, while in Europe it was already criticized and the first reform ideas had appeared. Three stages of its manifestation can be outlined:

1. The first period was from 1880 to 1891, when the first laws of education were adopted. During that time the graduates of the Zagreb Teachers' School (20 young people) and the Vienna Pedagogical School (8 young people) studied and returned to Bulgaria, some of them became teachers in the newly opened pedagogical schools, and others held important positions in the Ministry of Education. The translations of the manuals and textbooks of *St. Basaricek*, and through their wide distribution and application in the system of teacher training, certain Herbartian ideas were imposed.
2. The second period was between 1891 and 1909. This was the most intensive period of the establishment of Herbartism, which was associated with return of many of the graduates of the University of Jena (a total of 77 young people). Like other Bulgarians educated abroad, they were also successfully realized as teachers and principals in pedagogical schools, by occupying senior positions in regional and national structures of education management, as publishers of pedagogical magazines and literature. Many of them spread the ideas of their teacher *Rein*, but they also carried out their own research work, by developing

various issues in the field of didactics, education, school organization and others. This gives grounds to define this stage as a manifestation of Bulgarian Herbarianism.

3. The third period appeared after 1909 and covered a relatively long period, almost until 1945. During the wars which Bulgaria waged (1912-1918), it was assumed that Herbartianism was "forgotten", experienced or overcome, and the messages coming from Europe already had a "reformist" sign. Reform movements and currents could not be imposed entirely in Bulgarian theory and practice, moreover, that their advocates came from among the Herbartians, who through translations and analyses responded to the next "news" in science. This made the change difficult, and Herbartianism, although modified, was present in theory and especially in school practice through the so-called formal degrees.