

## **Academic “Pedagogy” in Slovakia from the Establishment of Czechoslovakia (1918)**

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Pedagogy as an independent academic discipline became a part of university education in Slovakia later than in the neighbouring countries. The Austro-Hungarian Compromise of 1867 meant for Slovaks a negative interference into the process of national emancipation, which found itself in a phase of retardation, caused mainly by strong Magyarisation. Space for a change was created only after the establishment of independent Czechoslovakia in 1918.

In the period of the first Czechoslovak Republic (1918 – 1938) Comenius University in Bratislava was the only university in Slovakia that provided education in the field of humanities and social sciences. The lectures in Pedagogy at the Faculty of Arts started in 1922 and the Pedagogical Seminar was established one year later (1923), as the first academic institution focused on the development of scientific pedagogy and teacher training. The Pedagogical Seminar in Bratislava was led from its very beginning up to 1938 by Czech pedagogues: prof. Otokar Chlup (1923 – 1927), prof. Josef Hendrich (1928 – 1937) and prof. Jan Uher (1937 – 1938), who influenced the character of the interwar pedagogical discussion in Slovakia. The first Slovak, prof. Juraj Čečetka (1907 – 1983) became the director of Pedagogical Seminar in 1938. Čečetka is also a founder of the Slovak scientific pedagogy and the first professor in the field of pedagogy in Slovakia. He published the fundamental works: *From Slovak Pedagogy* (1940), *Pedagogical Lexicon* (2 volumes, 1943) and *Pedagogy* (2 volumes, 1947 and 1948). He was prepared to develop Slovak pedagogy, but he did not accept Marxist ideology during socialism and he had to leave Faculty of Art twice.

The second personality who influenced the character of Slovak pedagogy was prof. Ondrej Pavlík (1916 – 1996). His ideological background was completely different from Čečetka's background, and his success was based on his political commitment. He was a member of the Communist Party and his career was based on his thesis *The Development of Soviet Education and Pedagogy in Relation to Compulsory School* (1939, published in 1942) and monograph *Higher Education in the Soviet Union* (1947). Both of them are the first Slovak works from Marxist pedagogy and become the source of the first post-war school reform. After the WW2, Pavlík was the most important expert in the area of school policy and pedagogy in the Communist Party and he had high political positions. His criticism of his own party during the Stalinist era caused his demotion, he lost his political functions. These two main protagonists of the Slovak pedagogy of the 20th century - Juraj Čečetka and Ondrej Pavlík, are the great examples of the complexity and ambiguity of instrumentalisation and ideologisation of the pedagogy in totalitarian regimes. It shows the problem to be objective to reflect it, too.

The final part of the lecture deal with fundamental changes in the field of educational sciences in Slovakia after the change of political regime in 1989. During socialism humanities and social sciences were under the influence of Marxist ideology and could not develop correctly. Pedagogy was influenced by Russian school, and any contact with scientists outside socialist countries was practically impossible. It outlines essential changes and issues in the fight for the character of pedagogy after 1989.