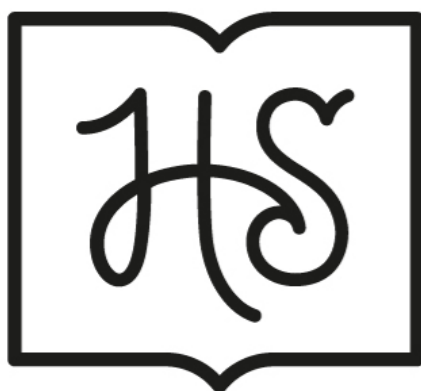


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Pedagogy as university degree program in Bulgaria – historical and contemporary aspects.

Albena CHAVDAROVA

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ABSTRACT

Pedagogy as university degree program in Bulgaria – historical and contemporary aspects

Pedagogy as a university course, a science and a university degree program has been constantly and invariably present in the history of Sofia University. The first stage began with the lecture courses in pedagogic disciplines read to the students with the opening of the Higher Pedagogic Course. The second stage in the development of Pedagogy as a degree program began in 1923 when it was separated as an autonomous direction. The third stage in the development of Pedagogy took place in the years between 1944 and 1989 when the degree program continued its autonomous existence but laden with ideological content and political functions. The democratic changes in 1989 marked the next new stage in the development and establishment of the degree program which preserved its existence as one of the traditional specialties in the University.

Introduction

The idea for the creation of a Higher Education Institution in Bulgaria originated immediately after the Liberation from Ottoman rule (1878) but became a reality 10 years later when on 1st October 1888 the Higher Pedagogical Course was opened. Its main purpose was to train secondary- and high-school teachers while the founding fathers' ambition among whom was Ivan Shishmanov (1862–1928), too, an eminent scientist, an erudite professor and a Minister of Education, was for the school to develop and “reach its role models”, i.e. “become something similar to the Vienna Paedagogium or the French *école normales supérieures*” (Shishmanov 1892, p. 236). Very soon this preliminary laid-down aim transcended its narrow boundaries and several months later the Higher Pedagogic Course transformed into a Higher Education Institution (1889) and then by means of a law into a University (1904).

Pedagogy as a university course, a science and a degree program has been constantly and invariably present in the history of Sofia University.

The first stage began with the lecture courses in pedagogic disciplines read to the students with the opening of the Higher Pedagogic Course. In 1894 with the adoption of a new curriculum they were included within the separate Philosophy and Pedagogy Lecture Cycle which was a step forward for the opening of a new degree program that became possible with the adoption of the Law for the University in 1904 (Zakon za Universiteta, 1904).

The second stage in the development of Pedagogy as a degree program began in 1923 when it was separated as an autonomous direction. This provided the opportunity not only for the training of specialists for the different educational institutions but also for the development of the pedagogic science on a higher, academic level. Thus, the University was legitimately recognized as a natural academic centre where not only teacher training was conducted but also the theoretical foundations of pedagogic knowledge were created.

The third stage in the development of Pedagogy took place in the years between 1944 and 1989 when the degree program continued its autonomous existence but laden with ideological content and political functions.

The democratic changes in 1989 marked the next new stage in the development and establishment of the degree program which preserved its existence as one of the traditional specialties in the University.

1. Origin and development of the integrated degree program “Philosophy and Pedagogy”.

The 1894 law by which the Higher Pedagogical Course was transformed into a Higher Education Institution as well as the Regulation for its application (1896) marked the beginning of the integrated degree program “Philosophy and Pedagogy” (Zakon za vissheto uchiliste, 1894).

The “Higher Education Act” was approved and along with it the new curriculum of the History and Philology Faculty. The study disciplines taught at that faculty were divided in a new way – forming three different groups in accordance with the subjects taught at the secondary school which the respective teachers had to be trained in:

Group I – History and Geography

Group II – Slavonic Philology and Literature

Group III – Philosophy and Pedagogy

Despite the name of the group – „Philosophy and Pedagogy”, which presupposed an equal standing between the two directions, in terms of content this did not apply (Zakon za vissheto uchiliste, 1894). Among the offered lecture courses the philosophic ones predominated (Psychology, Logic, Ethics, Aesthetics, History of Philosophy, etc.) whereas Pedagogy was represented only by a single same-name course.

In 1897 the first two students graduated from the Philosophy and Pedagogy group of disciplines, in the next 1898 they were two again, while in 1899 their number was already 28. Two of them were women who were among the first three to complete their university

education at a Bulgarian university (Almanah na zavarshilite v SU “Kliment Ochridski” (1888–1988)).

By the adoption of the Law for the University (1904) yet another change took place in terms of structure and content, the first faculties and departments were formed and new university specialties were opened. The “Philosophy and Pedagogy” degree program was one of them and it functioned within the History and Philology Faculty. The lecturers were included in the academic staff of three departments: the Philosophy, the History of Philosophy and the *Pedagogy* Departments.

By the adoption of the academic curriculum in 1905 the respective “subjects” – core and auxiliary – were determined within the two scientific directions of philosophy and pedagogy (Godishnik na Sofiiskiia universitet, 1906, p. 55).

In the scientific direction of “Philosophy” the core subjects taught were: 1) Psychology, Logic, Gnoseology, Ethics, Aesthetics and Metaphysics; 2) History of philosophy and Exercises in Philosophy, and the auxiliary – Philosophy of Religion, Anthropology, as well as „Lectures in History, Literature, Natural, Mathematical and Legal Sciences related with the core lectures in Philosophy” (Ibid.).

In the scientific direction of “**Pedagogy**” the *core* disciplines were: 1) History of Pedagogy, 2) Systematic Pedagogy, 3) History of Education in Bulgaria 4) School Organisation and Management, 5) Psychology and Ethics, and in addition, school seminars and laboratory practice were also included under the title of “core disciplines”. The auxiliary were: Logic, History of Philosophy, Anthropology, Hygiene, Political Economy and State Law (Godishnik na Sofiiskiia universitet, 1906, p. 55).

The detailed analysis of the curriculum from 1905/1906 showed that the two directions and the “disciplines” fixed in them, although they were within one specialty, exhibited significant differences in terms of content. Students who chose the “philosophy” direction did not attend lectures from the pedagogic cycle, whereas students from the “pedagogy” direction had several “philosophy” lectures – Psychology, Ethics, Logic, and History of Philosophy.

Another peculiarity in the curriculum was the fact that the officially regulated exams for the two groups of students were the same. Despite the different education they acquired in terms of content, the degree program was one and this meant that the method of graduation had to be the same. According to the University Exams Regulation (1905) exams were university (exam I and exam II) and academic – for the acquisition of the “doctor” academic degree (Godishnik na Sofiiskiia universitet, 1906, p. 49). By virtue of this document a Programme for the University Exams was elaborated where the following exam disciplines were included for the degree program of “Philosophy and Pedagogy”. (Ibid, p. 51):

Exam I (after semester 4 was completed): History of Philosophy before Kant, Psychology, Logic, Ethics, History of Pedagogy, System of Pedagogy (General Pedagogy), Bulgarian History (one period), Bulgarian Language History, the two old languages (for non-classicists, i.e. for those who had not completed the Classical Department of the high school) and one of the modern languages.

Exam II (after the completion of the 8th semester):

- General Disciplines – History of Philosophy after Kant, Aesthetics, History of Education, Didactics, Methodology, Hodegetics.
- Optional Disciplines – Theory of Cognition (metaphysics) or School Organisation and Management.

The analysis of the Program indicated that in the exam disciplines both directions of “Philosophy” and “Pedagogy” were equally represented despite the different university courses that the students attended. This once again confirms that irrespective of the different emphasis in the content training, the degree program was one and its completion had to be the same for all students regardless of the direction in their specialism. Nevertheless, in the diplomas of graduate students the degree program name was written differently – from 1897 to 1904 it was written as “Philosophy/Pedagogy”, and later either “Pedagogy” or “Philosophy” depending on the direction (Almanah na zavarshilite v SU “Kliment Ochridski” (1888–1988), Vol. I).

In 1910 a new Program for the University Exams was adopted in which a change was made also for the degree program of “Pedagogy and Philosophy”. The first exam was common for all students whereas the second included both a common part and a differentiated one depending on the scientific direction:

Exam I: History of Philosophy before Kant, Psychology, Ethics, History of Education (of Bulgaria), General Pedagogy and Didactics.

Exam II: a common (integral) one and a differentiated one for philosophy and pedagogy students:

- a common part: History of Philosophy after Kant, Logic and Gnoseology, History of Pedagogy and
- a differentiated part:
 - ✓ for students in Philosophy – Aesthetics, Metaphysics
 - ✓ for students in Pedagogy – Methodology, School Organisation (Godishnik na Sofiiskiia universitet, 1910).

Irrespective of the different form of graduation, the degree program preserved its integrative character. This was confirmed by the fact that students attended lectures in the separate disciplines given by the same lecturers, did their practice at the same base institutions and got qualified to work both as teachers in Pedagogy and Philosophy disciplines at pedagogic schools and as teachers in Philosophic propaedeutic at high schools.

From 1897 to 1922 (including) the total number of graduates was 239, 145 out of which had “philosophy/pedagogy” written in the diplomas and 94 – “pedagogy”. Among them there were 32 women – a fact which showed a heightened interest in this profession unlike other specialities where their number was quite limited (Almanah na zavarshilite v SU “Kliment Ochridski” (1888–1988), Vol. I).

Yet, the existence of two separate scientific directions along with the necessity for staff qualified to perform control and management functions in the system of school education led to the formation of two separate specialties in 1923.

2. The creation of “Pedagogy” as an independent degree program (1923–1944).

In 1923 the degree program of Pedagogy was created and it remained to function within the faculty of History and Philology. Meanwhile the structure of the degree program was also changed where by lecturers were divided into two departments: “Pedagogy” (as of 1904) which in 1924 was renamed to become “General Pedagogy” and “Didactics and Methodology in Secondary Schools” (1921), which since 1924 has been called “Didactics and Methodology”. The thematic separation of the two departments in this way corresponded to the structuring of the pedagogic science in terms of its basic parts as well as to the direction of the pedagogic training of high-school teachers conducted by lecturers from the specialty.

From 1923 to 1944 within the framework of the separate degree program “Pedagogy” a separate academic science developed in this direction as well in line with the existing European trends. The study disciplines were grouped into six cycles: pedagogy (General Pedagogy (Allgemeine Pädagogik), Theory of Education, Didactics, Active Education, Pedology, Experimental Pedagogy, Analysis of Lay’s Experimental Didactics); psychology (Psycho-Physical Fundamentals of Teaching and Learning, Pedagogical Psychology, Experimental Child Psychology, Psychology and Teaching the Weak and Defective Students); history and pedagogy (History of Pedagogy, History of Bulgarian Education, History of Didactics, History of Didactics since Pestalozzi, New School, etc.); methodology and methods of research (Methods of Pedagogical Research, Didactic Experiments in Schools, Research Methods in Child Psychology and Pedagogy, Exercises in Methods of Pedagogical Research, Exercises in Child Research); management of education, methodology of teaching (Methodology of Formal Learning and Teaching, Teaching Methodology of Natural Sciences and Mathematics, Methodology of visual learning and teaching, Methodology of philosophic propaedeutics) (Boycheva 2000, p. 23–24).

To this curriculum other study disciplines can also be added which were optional and read and lectured by university lecturers from that period – prof. Dimitar Katsarov (1881–1960), prof. Hristo Negentsov (1881–1956), prof. Mihail Geraskov (1874–1957), prof. Petko Tsonev (1875–1950), prof. Dr. Hristo Nikolov (1889–1957), and others.

The cited model curriculum as well as the lecture courses read by the university lecturers showed that in the pedagogic science all main directions were included – history, theory, management, pedagogical research, didactics and methodology. There were also presented the reformative movements and tendencies at the end of the 19th century and the beginning of the 20th century which were characteristic for the pedagogic science in Europe and the USA. Meanwhile, the “Herbartian” understanding of the correlation between pedagogy and its “auxiliary” sciences was preserved, especially with psychology, which influenced the would-be teachers’ training and this has remained unchanged till nowadays. The grouping of lecture courses in four cycles allowed for a good theoretical and practical training by taking into account the contemporary at the time aspects of the pedagogic science.

This was complemented by the greater presence of the number of remarkable scientists and university lecturers who read the fundamental lecture courses at the University and developed the university pedagogic science in Bulgaria.

All of these university lecturers received their education and academic degrees at the most renowned at that time European universities where pedagogy was strongly present such as Leipzig, Jena, Berlin, Zurich and Geneva. On their return in Bulgaria they brought in that spirit of high academia into the Bulgarian University.

University professors in Pedagogy had a broad scientific competence and erudition which allowed them not only to receive ideas and concepts from other scientists but also to do their own original research and scientific works, some of which got published in renowned European editions.

The professors-pedagogues had intense academic and personal contacts with some of the most significant scientists from Europe and the USA, they participated in scientific forums, collaborated with foreign organisations and journals, sustained a rich scientific exchange whereby they took Bulgarian pedagogy to the European stage.

By means of their extensive research, university teaching and publishing activity, the professors-pedagogues brought about the so-called Golden Age of University Pedagogy in Bulgaria.

From 1923 to 1944 (including) the total number of graduates from the degree program „Pedagogy” was 700 students, a bit more than the half (367) were women. It is noteworthy that from 1924 to 1929 the number of graduates was too limited, an average of 5 graduates per year which was probably due to the separation of the integrated degree program “Philosophy and Pedagogy” and young people’s unwillingness to study pedagogy. Later this slump was overcome and in the years 1936, 1937 and 1938 there was an average of 80 graduates with a predominance of women. For example, in 1936 there were 54 women graduates and 34 men. On average during this period there were 30 graduates – a tendency that remained till present days (Almanah na zavarshilite v SU “Kliment Ochridski” (1888–1988), Vol. I).

3. The degree program “Pedagogy” from 1944 to 1989.

The industrial, economic, socio-political, cultural and educational changes which were made in Bulgaria after 9th September 1944 left their mark on the functioning of the University as well.

The Higher Academic Council which admitted theses on the development of Bulgarian Education was restored in May 1945. The outlined measures in the sphere of higher education were directed at the lecturers many of whom had graduated and received their academic degrees abroad and at the students as well. From 1944 to 1946 at the University more than 80 professors and associate professors were dismissed while the process continued in the following years, too. This measure affected all lecturers from the degree program “Pedagogy” even those who held leftist views like prof. M. Geraskov who throughout his life and professional career had been a member of the social democratic party.

Students were advised in the Theses that at their admission they were “to be held accountable for their social standing, social and political behaviour” which will bring about “the real

democratisation of higher education” (Istoriya na Sofijskiya universitet „Kliment Ochridski”, 1988, p. 239). As early as the summer semester of 1944/1945 at Sofia University (SU) this requirement led to the condition for a recommendation to be issued by the local organisation of the Fatherland Front which restricted students’ access to a number of specialties, especially to “Philosophy” and “Pedagogy” (Ibid., p. 249). At the same time a quota principle was introduced for the admission to university according to which initially 20 % of the places were for partisans, concentration camps prisoners, front fighters, children of fighters who died in the defence, the war, etc. and then 20% more for war invalids. The admission for students was increased by 20% but it was difficult to happen in practice and as a result a lot of students were admitted without an entrance exam. (Ibid., p. 251).

In 1947 for the first time a comprehensive Law for the Higher Education was adopted which regulated not only the activity of SU but also that of the other Higher Education Institutions. It was the University that was affected the most by the changes as it was supposed to become “a powerful factor in the building of socialism in Bulgaria” (Kosev 1964, p. 24). The Law listed out all universities, higher education institutions and academies, faculties and specialties, wherein the degree program “Pedagogy” was preserved. The Law introduced obligatory disciplines which were to be studied by all students and these were Russian language and one facultative language (French, German, English, Spanish and Italian) (art. 48).

In 1948 a new Law on Higher Education was adopted, wherein the duration of the education was regulated to be from 4 to 6 years and the forms of education to be – full-time, part-time and evening (Zakon za vissheto obrasovanie, 1948, art. 46). Nevertheless, the degree program “Pedagogy” introduced the part-time form a little bit later and as of 1956 all graduates from pedagogical institutes with a 3-year course of study and work in the area of education were given the opportunity to continue studying at the University for the purposes of career development for a period of 3 years only. Later this practice was discontinued and everyone wishing to obtain higher pedagogical education could do this in a part-time form with a complete 4-year course.

In addition, the law regulated the studying of new obligatory academic disciplines such as history of the BCP (Bulgarian Communist Party), Historical and Dialectic Materialism, as well as a common-for-all state exam in “Marxism-Leninism” (Zakon za vissheto obrasovanie, 1948, art. 53–55). These valid-for-all conditions remained in place for all university specialties, for “Pedagogy” as well.

From 1944 to 1989 the degree program developed within different faculties: Faculty of History and Philology (up to 1951), Faculty of History and Philosophy (up to 1972), Faculty of Philosophy (up to 1986), after which in the created independent Faculty of Pedagogy. Lecturers during this period were united in only one department – “Theory and History of Pedagogy” which existed until 1989.

The curriculum preserved the traditions of the degree program from before 1944 by including disciplines grouped in different directions: philosophical (Philosophy, Logic, Ethics, Aesthetics), psychological (General Psychology, Age Psychology, Child Psychology, Educational Psychology), medical (Anatomy, Physiology of the Higher Nervous Activity,

Hygiene), pedagogical (Theory and Methodology of Communist Moral Education, Didactics, Educational Sociology, History of Pedagogy, History of Bulgarian Education, History of Aesthetic Moral Education, Educational Management, Professional Pedagogy, etc.), methodological (Methodology of Teaching and Learning Mathematics, Bulgarian Language, Elementary School Subjects, etc.).

Despite the similarity in curricula before and after 1944, the study content in the specified lecture courses was quite ideologized; the Soviet pedagogical science and school experience were predominantly studied, all accomplishments beyond the sphere of the so-called socialist block were rejected or subjected to criticism. Scientific communication was also limited within this circle and pluralism in scientific research methodology was missing.

This period was, in addition, marked by the beginning of the differentiation in the training of pedagogic specialists for the different spheres of social practice, in line with the existing socio-political realities in the country. The degree program was where training took place of specialists with higher education for the kindergartens, for the different school stages and types of schools, for the control system of school education, for the children's and youth organisations.

For this purpose the degree program "Pedagogy" included specialisations which provided deeper theoretical and practical knowledge in the specific areas. In 1967 the first students graduated from the "Defectology" specialisation as well as those specialising in "Psychology" which continued until 1972 when an independent degree program was opened in this direction. These directions were written in the graduates' diplomas, whereas specialisations such as "Pre-School Pedagogy" and "Primary School Pedagogy" initially were not present in the diplomas while later appear in the diploma supplements (Boycheva 1996, p. 22).

In 1978 with the introduction of a 5-year term of training there was an opportunity for the students in the degree program "Pedagogy" to obtain a second degree program which provided more opportunities for teaching work in the system of primary and secondary education (Ismenenie na zakona za vissheto obrasovanie, 1978). The range of options was Bulgarian Philology, History, Philosophy and Western Philologies (German, English and French) after passing a language exam. This was designated in the diplomas as a pedagogue and teacher in the respective second specialty.

During the specified period a total of 3200 students graduate from the degree program of "Pedagogy" both in part- and full-time form of education. Their number diminished in the first years after the changes when in 1947 only 6 students graduated which came as a consequence from the transformation processes between 1944 and 1948 which affect the humanities education the most and the pedagogical education in particular (Almanah na zavarshilite v SU "Kliment Ochridski"(1888–1988), Vol. II).

After 1944 the highest number was that of the graduates from the degree program in 1973 and 1974, 158 and 133 people respectively and this trend remained later, too, until 1989 (Almanah na zavarshilite v SU "Kliment Ochridski"(1888–1988), Vol. III). This was due to the fact that from the beginning of the 70s in Bulgaria there was a tendency of acquiring higher education by all teachers working in the area of pre-school, primary and elementary education.

Statistical data also show the ratio between men and women graduates. In the period after 1944 their number was almost equal because from the 50s to the end of the 90s due to the regulated state admission in all specialties, Pedagogy including, the ratio between men and women had a constant value, i.e. they were in equal numbers, with a slight prevalence of women which referred to graduates, too (Almanah na zavarshilite v SU "Kliment Ochridski"(1888–1988), Vol. II, III).

It is worth noting in addition, the fact that foreign students, too, graduated from the degree program "Pedagogy". According to official statistics before 1989 the greatest number was that of students from Greece, Cyprus, followed by Yugoslavia, Angola, Nicaragua, Panama, Tanzania, Iraq, Yemen and others (Almanah na zavarshilite v SU "Kliment Ochridski"(1888–1988), Vol. III). The tendency for acquiring higher pedagogical education by foreign students increased especially after 1973 as at the time a number of cultural and educational agreements were signed with the so-called brotherly communist countries and a lot of students came to study in Bulgaria along these lines. In the degree program "Pedagogy" the highest number remained that of Greek and Cypriot students, 30 from each nationality per year on average, because in the mentioned countries there was either no university at the time (Cyprus) or the number of the higher education institutions was too small and with a limited admission (Greece) (Almanah na zavarshilite v SU "Kliment Ochridski"(1888–1988), Vol. III).

4. The development of Pedagogy as a degree program after 1989.

In the late 1990s in Bulgaria and in a number of European countries of the so-called Eastern Block, processes of transformation set in which affected all areas of social development including science and education. A stage of democratisation began which in the area of education was characterised by the creation of new universities (state and private), the opening of new specialties, an increased student admission, a change in academic study content in the direction of removing all ideological disciplines as well as the gradual overcoming of methodological limitations in the area of academic knowledge.

One of the first laws adopted was The Autonomy of Higher Education Institutions Act (1990), which placed the relations between state and higher educational institutions on a new basis. It provided a great extent of self-governance which included free elections of a rector, of members of the General Assembly and the Academic Council as well as active and direct participation of students in all bodies of governance.

In 1995 the Higher Education Act was adopted which has been effective till nowadays being it with a number of amendments and which specified the structure, functions, management and funding of higher education institutions (Zakon za vissheto obrasovanie, 1995). In 1999 Bulgaria signed the Bologna Declaration for a European space for higher education which led to legislative changes related with the development of the higher-education quality, mobility of professors, students and researchers, recognition of academic diplomas and study phases through a system of credits transfer.

These changes reflect upon the development and functioning of the University which in the years of transition was one of the most active in upholding the democratic changes in the light of the academic autonomy.

Through the years the degree program of Pedagogy preserved its existence in the two forms of educational programmes – full-time and part-time, but it changed its profile by combining history and traditions with contemporary educational requirements stemming from the fast changing realities.

In terms of structure the degree program is serviced by three departments: Didactics (1989), Theory of Moral Education (1990) and History of Pedagogy and Management of Education (1990).

During the 1995/1996 academic year a new curriculum was introduced through which apart from the basic compulsory training in psychological, pedagogical, methodological and special disciplines, there was an opportunity for facultative specialisations, which according to the effective up to 1998 curriculum were: School Pedagogy, Social Pedagogy, Health Pedagogy and Educational Management (Spravochnik na fakulteta po pedagogika, 1995).

For the 1998/1999 academic year a new curriculum was approved through which the bachelor higher education degree was introduced while student training included both compulsory disciplines providing a wide profile preparation, such as: Introduction into Pedagogy, History of Education and Pedagogic Studies, Theory of Moral Education, Didactics, Pedagogic Sociology, Pedagogical Research, Educational Management, Information and Communication Technologies in Education, etc. and also courses in Teaching Methodology (Bulgarian Language Teaching Methodology, Methodology of Teaching Mathematics, Teaching Methodology of National Geography and History for the Elementary School) through which students received teaching qualification and became eligible to teach in the specified stages of school education. Facultative profiles were also available (School Pedagogy, Pedagogic Counselling, Prevention and Correction Pedagogy) through which special training of pedagogues in the different areas of social life was conducted. Practical training was widely available, too, which was: continuous, during the period of university study and a pre-thesis one, conducted in different educational institutions (Spravochnik na fakulteta po pedagogika, 1998).

In accordance with the currently applicable curriculum from 2016/2017 students in the B.A. degree program of Pedagogy are offered a significant fundamental special and practical training as well as an in-depth psychological, sociological, ethical and legal courses, medicine and hygiene, and management and organisation training courses (Spravochnik na fakulteta po pedagogika, 2016).

In the degree program of Pedagogy there are also five M.A. programmes: Pedagogy of Deviant Behaviour; Educational Management; Contemporary Educational Technologies; Career Education and Professional Qualification; and Information and Communication Technologies in Education.

Within the degree program, a number of doctoral programmes have received accreditation in the areas of theory of moral education, didactics, history of pedagogy, educational management, information and communication technologies in education, etc.

According to the latest as well as the previous university rankings, the degree program of Pedagogy has always held the first place in Bulgaria which serves as a proof for quality education offered to the students who have chosen this academic direction.

Conclusion

The way forward for development and establishment of pedagogy is complex, often controversial but it is mostly enlightened by the renaissance spirit and unwavering ambition of the founding fathers that not only promote it as an equal one to all the other specialties at the University but make it commensurate to the European scientific and academic standards.

After 1944 albeit Pedagogy is preserved as a specialty, its image changes completely, its study content is highly ideological and political in the light of the new educational paradigm established in Bulgaria in that period.

Democratic changes after 1989 do not affect the status of Pedagogy as a degree program and it retains its traditional position in the University but significantly broadens its scientific and educational horizons by offering the students new fields of professional realisation. Despite the serious challenges faced by a large number of the University specialties, “classical pedagogy” continues to develop and to be academically represented which is a proof that the efforts of both professors and students throughout more than 100 years of existence have not been in vain.

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