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KUDLÁČOVÁ Blanka
Trnava University, Slovakia

HISTORICAL-EDUCATIONAL RESEARCH: PAST, PRESENT, FUTURE

Abstract: The paper explores the academic discipline history of education and historical-educational research related to it. Their development needs to be seen in a broader socio-political context of the history of the 20th and 21st century. In the period of separation of Europe and the Cold War, the historical-educational research developed separately: in the countries of the Western Europe, history of education was influenced mainly by the rise of postmodern thinking; considering the countries of the Eastern Europe, it was mainly the impact of sovietization. However, both parts of Europe experienced a serious crisis in the field of history of education. The second severe crisis occurred in the 1990s after the fall of the Berlin Wall, again, in both parts of Europe, however, because of different reasons. This crisis led to doubts whether we need history of education at all. The aim of the paper is to point out: 1) important milestones in the development of the academic discipline history of education and the related historical-educational research, 2) change in the paradigm in the historical-educational research in the last third of the 20th century, and 3) current issues and trends in this field. How the world and its organisation will change after the Covid-19 pandemic and after the invasion of Russia to Ukraine remains an open question.

Keywords: History of education, Historical-educational research, Development, Present

Development and Important Milestones in History of Education and Historical-Educational Research in the 20th Century

At the turn of the 19th and 20th century, a methodological turnover in science occurred thanks to the German philosopher Wilhelm Dilthey. Dilthey (1833-1911) argued that the field of science, the subject of which is man, who is evolving and changing, must have both a historical and anthropological aspect. The original role of science extended also to understanding history and analysing historical contexts, by which Dilthey pointed out an important fact: man's connection to history creates *anthropological conditionality* – man shapes history by their action and at the same time, man is influenced by history.³⁴ The Frenchman Émile Durkheim (1858 – 1917), the founder of sociology, also influenced methodology of the study of education. According to him, historical and sociological studies are like “close relatives” and education is interlinked with both, just like psychology (Durkheim, 2005). He characterized education as the socialization of young generation through which society renews itself. The development of history of education was also influenced by the Englishman Brian Simon (1915 – 2002). According to him, history of education should clarify the essence of education as a social function that is primary in every society. According to Simon (1966), the main task of historical research in education is to find out what function it fulfils in various phases of social development and thus, achieve deeper understanding of the role it is to play at present. According to McCulloch (2012), both Durkheim and Simon emphasized the importance of developing history of education within the broader context of education, history and social sciences.

The development of history of education was significantly influenced by the discussion of methodological issues in the framework of general historical research, which went hand in hand with the search for a new position of modern history and the definition of its subject. In the first half of the 20th century, the emphasis in the field of historical sciences shifted to the social dimension of history. It was the theory of one of the most important historical schools, which originated in France around the journal *Annales d'Histoire Économique et Sociale* (since 1929). Education has also become an important area of research, e.g. child and childhood issues (P. Aries: *Geschichte der Kindheit*, 1975). Several works that dealt with the function of education in society were created. Although adherents of this direction sharply criticized classical historical research, they did not question history as such and its subject. According to Kasper (2008, p. 2), a fundamental reversal of classical historical research and its questioning were brought about by the representatives of linguistic theories of the 20th century, who “rejected the possibility of rational discussion and questioned the concept of historical truth”. This was reflected in the crisis of history as such and also of its subject matter and methodology.³⁵

General historians at the time of the advent of postmodern thinking also doubted the subject and methodology of history of education. According to them, overly optimistic narratives did not provide answers to serious problems in education in Western Europe, which led to a serious crisis in the development of history of education in the 1960s and 1970s. Historical-educational research as well as history of education reached the edge of interest (cf. McCulloch, 2008) and there was a “a rapprochement with social history, while in the subsequent phase, especially between 1980 and 1990, the link with cultural history was paramount ” (cf. Depaepe, 2020, 239). Educational policy in Western Europe in the last third of the 20th century, which resulted in many hastened reforms, ignored the development of education in the past, which gradually distorted its identity and historical continuity. According to Bridges (2006, in Lawn – Frulong, 2011), in

³⁴ This knowledge was applied for instance in the work of the French historian Henri-Irénée Marrou, who pointed out the relationship between an individual and history and who is well-known especially for his work *Histoire de l'éducation dans l'Antiquité* (1948).

³⁵ The ideological source and best known representative of these theories was the Swiss linguist Ferdinand de Saussure (1857 – 1913), whose linguistic structuralism became the basis of philosophical structuralism.

this period, educational theory was influenced by a wide repertoire of new theories, e.g. literary theories, cultural theories, feminist theories, postcolonial theories, which claimed to analyse and comment on educational issues and very quickly began to “undermine” the classical theoretical foundations of education in the English-speaking world (philosophy, sociology, psychology, history), which Barnett (1990) referred to as “the end of security”. All this was also reflected in the undergraduate training of teachers in Western Europe in the 1980s, when emphasis began to be placed on specific teacher competencies – “how to teach” (Crook, 2002) and theoretical training was marginalized. Holey (1982) called it a “turn to educational practice”.

Paradoxically, this crisis in the field of history of education represented a challenge for a new model of cooperation between historians of education and experts in the field of historical and social sciences. Their aim was to research and develop history of education in the times of the loss of certainty and significant changes, but also, new integration tendencies in Europe. The result of this effort was the emergence of several associations specializing in history of education in the second half of the 20th century in the countries of Western Europe, but also in the non-European countries. Each of these associations holds regular conferences and has its own journal, such as: *The UK History of Education Society* (1967, the journals *History of Education* and *History of Education Researcher*), *History of the Education Society* in the USA (1960, the journal *History of Education Quarterly*), *Australian and New Zealand History of Education Society* (1971, the journal *History of Education Review Journal*), etc. Subsequently, these organizations began to network and in 1978, ISCHE – *International Standing Conference of History of Education* was established, which brings together several institutions focused on history of education. Its aim is to help internationalization of historical-educational research and cooperation of historians of education. Every year it organizes a worldwide conference in one of the countries of the world and its platform is the journal *Paedagogica Historica*.

Regarding history of education and historical-educational research in the countries of Eastern Europe, in the second half of the 20th century, their development was significantly influenced by the then political situation and isolation from Western Europe. Science became one of the ideological tools and the principle of historical materialism was an essential part of every methodology. This caused great damage, especially in the humanities and social sciences. Likewise, education was an ideological tool through which the ruling political establishment shaped new generations in accordance with the accepted political doctrine (Kestere, 2014).

It may be stated that the countries of Eastern Europe, like the countries of Western Europe, faced strong attacks to maintain continuity in the development of education in the second half of the 20th century, however, it was due to different factors. In the countries of Western Europe, these ruptures were caused mainly by the rise of postmodern thinking and the non-adaptation of education to the new understanding of man, it was more of a natural developmental crisis. In the case of Eastern European countries, it was more about the influence of political factors. However, in both parts of Europe, we can talk about a crisis in the history of education.

In the 1990s, another serious crisis in the field of history of education and historical-educational research can be discussed. In Western Europe, there were discussions on its meaning and direction (e.g. Hargreaves, 1996; Woodhead, 1998; Tooley-Darby, 1998), which even led to the question whether we still need history of education at all (e.g. Lowe, 2002). As Depaepe points out, in almost all teaching courses, national and international alike, the subject of history of education “if indeed not already abolished, was gradually moved from the core of the curriculum to the periphery” (Depaepe, 2020, p. 240). However, historians of education from the Eastern part of Europe also reached identical considerations, even though this situation was caused by different facts. After the fall of the Berlin Wall, when the contents of individual humanities gradually began to be re-evaluated and transformed, the academic discipline of history of education began to be marginalized and eliminated due to the previous ideologisation of its content;

historical-educational research began to lose its validity (e.g. Kasper, 2008; Kudláčková, 2006, 2010; Sztobryn, 2010; Kasperová, 2015). As stated by Miovska Spaseva (2022, p. 16), “within this concept of curriculum, the history of education as a separate discipline and the historical aspects of the content of other disciplines became less relevant or irrelevant”.

New Possibilities and Consequences of Internationalisation in History of Education at the Beginning of the 21st Century

Cooperation of historians of education through the already mentioned historical-educational societies and their activities in the last third of the 20th century, opened up new possibilities in the field of historical-educational research – it allowed to exceed the limits of individual scientific and methodological potential, as well as the potential related to a specific region, nationality, culture, religion... One can talk about a new paradigm in the development of historical-educational research, which has changed its character and quality. These were new opportunities for historians of education to meet at major international scientific conferences, new platforms for reflecting on educational past on the pages of newly established historical-educational journals, where authors from various cultural, linguistic and religious backgrounds as well as various methodologically oriented backgrounds were published. The cooperation and internationalization of historical-educational societies found its fulfillment especially in the late 1990s and the beginning of the 21st century. Events such as the fall of the Berlin Wall, the signing of the Maastricht Treaty and creation of the European Community (later the EU) have helped. This was accompanied by the possibility of easier travelling within Europe and completely unlimited travelling within the countries of the European Union. Also, a rich offer of scientific and study stays within various European grant agencies, the aim of which was to support mobility of researchers and university teachers, can be noted.

Consequences of these changes were named at the ECER (*European Conference on Educational Research*) symposium in 2008 in Gothenburg, Sweden, where, among other things, further direction in the field of historical-educational research were discussed. According to Goodman and Grosvenor (2011), scientific networks have a significant impact on the development of the history of education as a scientific discipline, which they called *the moment of growth*. The second feature they specified was “crossing” the boundaries of education, thus expanding and erasing the boundaries of individual educational disciplines, which they called *the moment of insecurity*. Raising questions about the nature of the discipline of history of education and finding intersections with other disciplines causes “permeability” of its boundaries, which may lead to temporary disintegration. On the one hand, this represents a certain risk and, on the other hand, it opens up space for new possibilities, which they labelled as *the moment of curiosity*. Transcending own borders and transdisciplinarity create a space for cooperation with scientists from other scientific disciplines, application of knowledge of these disciplines, possibly, their scientific methods. All this may cause uncertainty, which, however, can ultimately lead to the development of history of education and opens up new perspectives on the educational past and new possibilities for methodological approaches to its study. However, the author of the paper agrees with Depaepe (2020, p. 241) that “nevertheless, a certain common ground related to theory and methodology is required”.

The above mentioned actualities are confirmed by Goodman and Grosvenor (2011) in their research, which analyzed the content focus of studies in journals in the field of history of education in the Anglo-Saxon environment, as well as generally oriented British educational journals.³⁶ The research revealed the following trends in the field of historical-educational research:

³⁶ This includes the journals *History of Education*, *Journal of Educational Administration and History*, *History of Education Review*, *Paedagogica Historica* that are generally considered to have a worldwide reach. The journals with general educational focus include the following five British journals: *British Education Research Journal*, *British Journal of Educational Studies*, *Educational Review*, *Oxford Review of Education* and *Cambridge Journal of Education*.

the growth of new methodological approaches to the study of educational past; penetration of new topics (e.g. focus on education of girls and women – often, the research has opened a kind of a “black box”); the prevalence of an interdisciplinary and transdisciplinary perspective that blurs the lines between individual educational and scientific disciplines; a tendency not to be limited to narrowly focused historical-educational journals and a pre-determined circle of readers; penetration of researchers from other areas of education, as well as other scientific fields, who are not historians of education into the field of history of education.

In the countries of the former Eastern Europe, or broader regions like Central Europe, there are no formalized societies of historians of education yet. The tradition in the field of history of education and historical-educational research has been disrupted here so significantly that in some countries only a few historians of education are recorded (e.g. Slovakia, the Czech Republic); in Poland the situation is better. The current status is rather about individual research, while the occurrence of conferences of a historical-educational nature and projects focused on historical-educational research are relatively rare. The first manifestations of a more systematic cooperation among historians of education in the countries of the former Eastern Europe can be dated back to 2010.

The initiators were the countries of the former Yugoslavia that organized an international colloquium *Pedagogical Flows in the Countries of Former Yugoslavia*, together with the workshop *Comparative Study on Development and Actual Trends of Pedagogy Textbooks as an Indicator of Changing Cultural Identities in South Eastern Europe* at the University of Maribor (Slovenia). The event was attended by opinion-forming historians of education from the countries of the former Yugoslavia and representatives from Hungary and Austria. This meeting gave rise to the preparation of the *Historic Comparative Research for Development of Teacher Education* project, supported by European sources (Protner – Vujisić-Živković, 2015). Apparently, beginnings of informal cooperation of historians of education from the countries of Central, Southern and South-Eastern Europe can be traced here. Education in these countries is “based on the original German tradition” and “has still a relatively large amount of similar features” (Kudláčová – Rajský, 2019). This is evident from themes and discussions pursued at international conferences in a number of countries in recent years: e.g. Maribor 2010, 2012 and 2015; Prague 2012, 2018; Smolenice 2010, 2013 and 2016; Lodz 2012 and 2014; Belgrade 2014; Liberec 2013 and 2015; Warsaw 2016, 2018, Sarajevo 2018, Nikšić 2019.

The fruitful collaboration of historians of education from the given region resulted also in establishment of the journal *Historia Scholastica*³⁷ in 2015, under the editorial leadership of T. Kasper, and it represents a platform for historians of education not only from the Czech Republic and Slovakia but also from Central and South-Eastern Europe (T. Kasper – M. Pánková, 2015, p. 1). Also, the publication by Kudláčová – Rajský (eds.): *Education and “Pädagogik” – Historical and Philosophical Reflections (Central, Southern and South-Eastern Europe)* from 2019 is a result of cooperation of authors from 13 countries.³⁸ It contains a philosophical and historical reflection of education and pedagogy as an academic and scientific discipline in the countries of Central, Southern and South-Eastern Europe that were impacted by the German educational tradition. Another significant activity is the thematic issue of *Paedagogica Historica* (2022), devoted to Eastern and South-Eastern Europe. A publication by Kasper, Nóbik and Kestere (eds.): “*Zero Hour*” – *Sovietization of Pedagogical Science in the 1950s in Central, Eastern and South-Eastern Europe*, which is an analysis of the beginnings of ideologisation and politicization of education in the countries of the former Eastern Europe, is currently in print. This cooperation and

³⁷ See <http://www.historiascholastica.com>.

³⁸ This includes the following countries: Slovakia, the Czech Republic, Poland, Hungary, Italy, Spain, Slovenia, Croatia, Macedonia, Montenegro, Serbia, Ukraine, Bulgaria.

publication outputs move the historical-educational research of the countries of the former Eastern bloc into a standard international discussion and thus make it possible to objectify the view on European history.

Particularities and Current Trends in Historical-Educational Research

Historical-educational research has its particularities, which are related to the specificity of its subject – educational past, which no longer really exists. It can only be reflected from the records, because the studied phenomena cannot be repeated, unlike in the natural sciences. The educational past took place in specific historical, political, cultural, anthropological and other contexts. The historian of education creates a picture of the educational past based on the remnants of the past, which they subject to historical criticism and confrontation and subsequently, reconstruct the picture of the past.

Another particularity is individual subjectivism. According to Skladaný (1998), it may be even the so-called double subjectivism: on the one hand, the subjectivism of the mediator of the educational past and, on the other hand, the subjectivism of the researcher, which is historically determined. The period in which the historian of education lives is necessarily reflected in their work, but it should not be reflected to such an extent that it would update the presented picture of the past. However, the researched educational past is influenced by a certain “vision” of the world of the particular historian of education, their preconceptions, which cannot be completely eliminated. The plurality of current methodological approaches can lead to confrontation of the results of individual work of historians of education and subsequently, to their objectification.

The so-called collective subjectivism might also be an issue. A narrow, regional view of a nation on a certain section of its own history, a certain fact in history, or overall, of their own history. This problem was typical especially in the period in which the idealistic-teleological approach prevailed, emphasizing the continuity of history and it was significantly associated with writing of textbooks for prospective teachers in teacher seminars (late 19th and first half of the 20th century). Its opposite was an empirical-positivist approach, characterized by grouping of facts, which, however, proved to be too sterile, fragmentary, depersonalized and forgetting about the meaning of history. Rajský (2014, p. 20) states that “strict source historical work remains a *sine qua non* condition, without which it is not possible to reconstruct the past. On the other hand, it is not sufficient if our intention is to understand the past and to gain a view that respects a broader social and anthropological (and educational) context”. A historian leads a discussion “with the past”, which differs from the current situation of the historian, and therefore, requires an interpretation of the meaning. This is also confirmed by Depaepe (2020, p. 240), who states that “historical texts and materials – and this applies a fortiori to used quotations and slogans – must always be read and interpreted in their context”. At present, the history of educational thinking is understood as a space that is characterized by continuity and discontinuity of educational thought constructs and strategies, which are analyzed within broader social and cultural-historical contexts (Cohen, 1999).

Internationalization in historical-educational research also bears some risks. On the other hand, however, it reveals new layers of meaning in the confrontation of the outputs of historical-educational research and different views on the same phenomenon – e.g. the Second World War, colonization, Jewish question, genocides, totalitarian regimes. Good internationalization goes beyond the national and regional approach, while enriching it, not excluding it. Different views on the same fact and thus, its problematisation lead to objectification of both national and common history.

In addition to classical methods: archival research and the study of sources, school legislation and school documents, newer methods are increasingly being used today, focusing more on testimonies of individuals who shaped this history. This is the so-called history of everyday life, or

microhistory, which represent a change in the perception of the past (Zounek, Šimáně, Knotová, 2017). Historians are more interested in the life stories and daily actions of ordinary people, which Le Goff (1983) called “exploring history from below” (for example, the method of oral history, the method of life story of a teacher or student, etc.). It is necessary to apply these methods also to investigate, for instance, the period of socialism, because research in the archives, where official documents are archived, reveals only one aspect of life in the society. Records in the archives about the real lives of ordinary people and many activities that were not in accordance with the state doctrine cannot be found there. In comparison with traditional historical approaches, microhistory is based on the so-called small facts, which are usually not part of the archival sources. However, the aim of microhistory is not to replace traditional methods of historical research, but to supplement and refine the results of their research.

A change in the perspective of the study of educational past may lead to greater openness in accepting new findings: no outcome of historical research may be definitive and permanently valid. This does not mean that the historical fact has changed, it remains unchanged, but we can see it in broader or new contexts. The fact that the outcome of historical research may not be permanently valid is often considered negative and it was one of the arguments for questioning historical research in the second half of the 20th century. However, it is legitimate that a certain historical fact is seen differently by a historian of education in the 18th century and in the 21st century. The constant reassessment of educational past concerns not only the countries of Eastern Europe, or countries with experience of totalitarian regimes, but also the countries in which history of education has developed in freer conditions. The reflection on educational past is never over.

Conclusion and Open Questions

History of education will probably never be part of the mainstream, which is related to the fact that historians of education publish mainly in specialized journals and for a predetermined circle of readers. On the other hand, historical-educational research is understood as an important part of research in the field of education as such, which, through the reflection on educational past, “bridges” the past with the present. In recent years, there has been a greater permeability of the boundaries of the discipline of history of education, which opens up space for joint historical-educational research across a range of scientific disciplines, countries, regions, research methods, etc. Historical-educational research based on confrontation of scientists from various scientific fields, nationalities, methodological schools, etc. represents a new, qualitatively higher level. The “permeability” of the boundaries of history of education also causes the opposite phenomenon – current general educational research is beginning to pay attention to the historical dimension of individual educational phenomena. The analysis of the educational past can thus lead to designing the educational future. According to the Danish historian of education Larsen (2012), justification of the importance of history of education for current education needs to be reconsidered and backed up by new ideas and arguments. This would entitle it to regain a place of honour in the midst of educational disciplines and courses in the training of prospective teachers that has been lost.

Two new realities have entered our world today. The first is a pandemic that has paralysed life around the world, set the rules and various limits. It has moved education to the online space, prevented scientists from meeting and organizing scientific conferences, which could also take place only online. And the second reality is the aggressive war in Ukraine, the global impact of which cannot be estimated yet. However, it is certain that this war will also have geopolitical consequences. We may but believe that the war upon its end will not leave the world divided in a bipolar manner, like during the Cold War. However, it is apparent already at present that an objective reflection of (not only) educational past and the formation of historical consciousness in

(not only) young people is necessary. People in countries with totalitarian regimes are purposefully cut off from historical traditions and their historical consciousness is disrupted, or distorted: historical facts and actualities are distorted to suit the ruling party. Only people who know their own roots, traditions, their own history, are capable of respecting the roots, traditions and history of other cultures and nations. If this is not the case, we can see that it is devastating...

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LAMEVA Beti

National Examination Center, Republic of North Macedonia

NAUMOVSKA Elizabeta

National Examination Center, Republic of North Macedonia

THE INFLUENCE OF SOCIO-ECONOMIC FACTORS ON THE STUDENTS' ACHIEVEMENTS FROM RNM IN TIMSS 2019

Abstract: TIMSS 2019 (the Trends in International Mathematics and Science Study) was conducted in the fourth and eighth grades in 64 countries and 8 benchmarking systems. The Republic of North Macedonia participated with population sample from IV grade.

The TIMSS 2019 are based on the Mathematics and Science 2019 Framework which are organized around two dimensions: a content dimension and a cognitive dimension.

The results from TIMSS 2019 were announced on December 8, 2020.

The aim of this study is to get data and answers for:

- The level of our students' achievement compared to the other states and what's the educational system like in the states that great results are accomplished;
- The teaching process, teachers' preparation and their professional development;
- How is the institutional organization of the educational work of the educational systems different from ours.

In the study in R. N. Macedonia 3531 students and their 150 parents from randomly selected primary schools, as well as their class teachers and school principals.

The methodology and the instruments that are used in this study are the same for every country-participant.

The students from R. N. Macedonia are on 45th place from 58 states in Mathematics, and 51st place in Science.

From the received results we can conclude that: there are significant differences in the average achievements of the students from R. N. Macedonia according to the socio-economical status of the students and resources of schools.

Keywords: Assessment, Mathematics, Science, Achievement, TIMSS

Introduction

Large-scale international assessments can play a key role in identifying factors that have an effect on students' learning and achievement. With the implementation of such measurements of student's achievements, in addition to the one that are measured, numerous data are obtained about educational systems, curricula, the teaching process, students' achievements, the work of teachers, as well as comparing students' achievements at the international level. The