

БЪЛГАРСКА АКАДЕМИЯ НА НАУКИТЕ ИНСТИТУТ ЗА ИСТОРИЧЕСКИ ИЗСЛЕДВАНИЯ	
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**REPORT**

**ON THE SCIENTIFIC WORK**

**OF ASSOC. PROF. TEODORICHKA GOTOVSKA-HENZE, D.SC.**

**THE ONLY CANDIDATE IN THE COMPETITION**

**FOR THE ACADEMIC POSITION PROFESSOR**

**IN THE PROFESSIONAL FIELD 2.2. HISTORY AND ARCHEOLOGY, SCIENTIFIC**

**SPECIALTY MODERN AND CONTEMPORARY HISTORY (HISTORY OF THE**

**SLAVONIC NATIONS XIX – XX C.)**

**FOR THE NEEDS OF THE SECTION “WORLD HISTORY AND INTERNATIONAL**

**RELATIONS IN MODERN AND CONTEMPORARY TIMES” INSTITUTE FOR**

**HISTORICAL RESEARCH BAS**

**BY ASSOC. PROF. MARINA PIRONKOVA**

**SOFIA UNIVERSITY “ST. KLIMENT OHRIDSKI”**

The research of Teodorichka Gotovska-Henze offers an example of analysis and reflection on the problems of the new and recent history from different points of view - political history, international relations, history of language and literature, and history of education. Her longitudinal research on Bulgarian-Czech relations in the eighteenth and twentieth centuries led to the current comprehensive and mature publication "Modernization of Bulgarian education in the context of Slavic exchange (until 1878), which is a significant contribution to the history of education in Bulgaria. The topic requires in-depth knowledge on the development of education in Europe and the Renaissance processes of building a modern Bulgarian school as part of national awareness and emancipation.

The comparative study of the evolution of the modern school system among Czechs and Bulgarians outlines the common problems, as well as the differences in the chronology of the foundation of education in the mother language. The Slavic exchange is analyzed in a broad framework - Russian-Czech, Russian-Bulgarian and Czech-Bulgarian political, cultural and educational ties. T. Gotovska-Henze explores the evolution of the Slavic exchange from the delivery of books and information:

geographical, ethnographic and literary to a purposeful policy of education of Bulgarian youth in Czech schools and recruiting Czech teachers for Bulgarian Revival schools. This study enriches the picture of Revival education in Bulgarian society and clarifies the genesis of the Bulgarian-Czech educational ties, which play an important role in the development of real education and the spread of modern agricultural knowledge.

The text outlines the geographical places that became the leading centers of the spread of modern education – Gabrovo, Shumen, Plovdiv, Stara Zagora. The lively cultural exchange and the European education in spirit and content introduced by the Czech teachers played an important role in the Revival process and stimulated national awareness and the pursuit of spiritual and political independence. T. Gotovska points out the leading ideas of the era and highlights the human aspects of the Slavic exchange, which adds to the specificity and persuasiveness of the text. The personal qualities, the personal contribution of V. Aprilov, S. Dobroplodni, V.D. Stoyanov, Hr. G. Danov contributed to the successful modernization of Bulgarian education in the 1830s - 1870s.

The debate revolving around the choice of the model of the modern Bulgarian school - at the level of the elementary (monitorial), and later the class, is considered in the context of the struggle for church independence and the dissemination of the idea of the Slavic community. The policy of the Russian Empire towards the southern Slavs and the granting of scholarships to Bulgarian youth for Russian educational institutions as a factor in imposing the Russian school model, especially with regards to class education, is presented.

The Czech "trace" in Bulgarian education can be found in two-way processes – the training of the Bulgarian youth in schools in the Czech lands and attracting Czech teachers in Bulgarian classrooms, which are given a prominent place in the research of T. Gotovska - Henze. The author notes the strengths of the preparation of the Bulgarians in Prague, Tabor, Pisek and Hradec Karlove - "Solid education in the field of natural sciences and mathematics and a relatively broad practical orientation" (p. 506), but also appreciates the fact that few young people manage to complete the full course of study - mostly due to financial reasons. This circumstance is an obstacle to the "transformation of the Czech lands into a major center for modern education of Bulgarians" (p. 520) - an objective conclusion reached by the researcher.

Without it being the focus of the research, the study presents the range of factors in the organization and financing of Bulgarian schools - primarily municipalities, which have since the 1830s taken care of the education and spiritual affairs of the Bulgarian population, as well as the community centers, the women's societies, the individual enlightened Bulgarians - patrons. They are also leaders in providing financial support to Bulgarian boys and girls sent to foreign schools, in this case, Czech. As a historian of education, I have some critical remarks about the terms - e.g. the use of "primary schools" for the Revival period, which is not precise.

A big advantage of the work is the use of unpublished archival materials from the funds of the Archives of the National Museum and the Literary Museum in Prague, as well as from the Bulgarian Historical Archives of the National Library "Cyril and Methodius". The analysis of the documents complements the critical consideration of the publications of a wide range of researchers from different periods. The author treats the discussion issues with scientific integrity and states her position convincingly.

The scientific work of T. Gotovska-Henze, which she applied for the competition for professor with, also includes studies and articles that examine the problems of the relations between the Slavic states from the First World War and the diplomatic attempts of V. Sis for the liberation of the Czechs. The political history is also presented in a study of the participation of the party of Youngczechs in the discussion of the Balkan policy of Austria-Hungary, based on the transcript diaries of the Reichsrat meetings.

A significant part of the presented research is dedicated to the Slavic scholar Pavel Josef Shafarik, whose archive is a valuable source and a solid ground for studying his work and his role in the "discovery" of the Bulgarians in Slavic studies. The topic of Konstantin Irecek's early years and the formation of his interest in Bulgarians and Bulgarian history should also be highlighted. On the basis of unpublished materials from the Literary Museum, Marin Drinov's connection with the Slavists of the Old Bohemian Party has been presented.

In terms of scientometrics, the scientific output of Assoc. Prof. Teodorichka Gotovska - Henze fully meets the minimum national requirements set in the Law on the Development of Academic Staff in the Republic of Bulgaria. The scientific work proposed for the competition - publications, project activities, doctoral student's guidance, and citations in scientific journals gives me reason to confidently give my

positive opinion and propose to the academic board to elect Assoc. Prof. Teodorichka Ilieva Gotovska - Henze as a professor in the professional field 2.2. History and archeology, scientific specialty "Modern and contemporary history" (History of the Slavic peoples of the XIX - XX centuries) for the needs of the section "History of the world and international relations in modern and modern times".

May 26, 2022

Sofia

Assoc. Prof. Dr. Marina Pironkova