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Pedagogy – yesterday, today, tomorrow

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## **PEDAGOGICAL SCIENCE AND REFORM OF TEACHING IN SERBIA BETWEEN THE TWO WORLD WARS: AN EXAMPLE OF LJUBICA JOVIČIĆ<sup>1</sup>**

**Abstract:** Ljubica Jovičić (1884-1938), the first woman with a PhD in pedagogy engaged in Serbia, served as a teacher's school professor and primary school supervisor in Belgrade. This study explores her approach to school supervision, emphasizing her efforts to cultivate a specific didactic attitude among teachers and promote educational reform aligned with the principles of the new school movement. Jovičić's work contributed to the implementation of comprehensive teaching methods in primary education and the encouragement of diverse forms of children's self-expression. This study highlights the importance of considering pedagogues' roles in improving educational practices and calls for further research on the significant contributions of women in the field of pedagogy.

**Keywords:** the professional identity of pedagogues, women in science, pedagogical science, and school practice.

Ljubica Jovičić (1884-1938) was the first woman with a PhD in pedagogy (Jovanović, 1939, p. 86) and was actively engaged in the field. The first woman from Serbia with a PhD in pedagogy was Ljubica Roknić, but according to available sources, she was not active in pedagogical practice in Serbia. Between the two World Wars, Jovičić worked as a professor at a teacher training school and as a supervisor in elementary schools in Belgrade. The objective of this work is to attempt to establish the fundamental characteristics of her approach to school supervision practice through the analysis of archival documentation and relevant publications. The interwar period was marked by a strong movement for

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educational reform, which was significant in both theoretical aspects and in the domains of pedagogical practice and educational policy in Yugoslavia.

Ljubica (née Rakić) Jovičić was born in Jagodina in 1884. After completing her teacher education in Belgrade, she worked as a teacher in eastern Serbia. She pursued studies in pedagogy in Bern and Zurich from 1906 to 1912. In 1914, she obtained her doctorate from the University of Zurich with a thesis entitled „Die häusliche Erziehung in der serbischen Sadruga zur Zeit der türkischen Herrschaft” (Domestic education in the Serbian Sadruga during the time of Turkish rule) (University of Zurich, n.d.).

She was employed as a professor of pedagogical subjects in the Women's Teacher Training School in Belgrade starting in 1912 (Ženska učiteljska škola, 1930). In the school year 1927/1928, she spent time specializing in Germany and reported on her experiences to the educational community through a series of articles titled Impressions from the New Schools in Germany, published in the magazine *Učitelj* (Jovičić, 1929). From 1929 to 1937, Ljubica Jovičić held the position of regional school supervisor for the city of Belgrade. During this role, she collaborated closely with Dragoljub Atanacković. Her responsibilities included overseeing institutions where girls received education, as well as schools where female teachers worked. This division of responsibilities was proposed by Jovičić and Atanacković, acknowledging the “old, justified desire of female teachers to have one of their qualified colleagues as their supervisor” (Školski nadzornik za grad Beograd, 1929, 66-1466-1613).

Throughout this period, Jovičić published several works addressing the challenges directly arising from educational practices, which she examined within the framework of the new pedagogy and work school, offering practical implications. Among her notable publications are: *Modern Trends in School Education* (1931), *New Approaches in Working with School Beginners* (1931), and *The Beginner Student and the School* (1933).

The article titled *Observations and Experiences of Teaching Practice in Our Schools* (1935) represents a lecture that Jovičić gave at a teacher's assembly in Belgrade in 1935. Through the analysis of practical examples she encountered, she presented the general principles from which she derived criteria for evaluating the quality of teachers' work, as well as directions for its improvement. In the following text, we present her considerations on teaching principles.

Jovičić assessed the quality of teaching in primary schools based on the principles of the sense-perception principle, student self-activity, and concentration on educational content. These principles were considered

fundamental to the practice of the work school and complex teaching, as advocated by proponents of the new/work school (Ilić Rajković, 2013). Jovičić attributed pedagogical significance to the application of the sense-perception principle by enabling students to “engage their own cognitive faculties, observe independently, perceive through direct observation, discover, and engage in reasoning” (Jovičić, 1935, p. 765).

Jovičić argued that the proper application of the sense-perception principle could be observed in teachers' efforts to create opportunities for students to engage in real-life situations where they could independently observe and explore specific phenomena whenever feasible. Moreover, she recognized the application of this principle in the collaborative development of teaching aids by students and teachers, aiming to facilitate a deeper understanding of specific educational content. Throughout her professional experience, Jovičić encountered several positive examples of implementing the sense-perception principle that did not require significant material investments. She posited that knowledge acquired through direct observation and investigation provided students with considerably enriched experiences and heightened understanding.

In relation to the previous discussion, Jovičić emphasized the principle of student self-activity. She advocated for the implementation of problem-solving contexts aimed at fostering students' critical thinking, exploration, and independent problem-solving abilities. She emphasized the significance of aligning tasks with students' interests, beyond mere task-oriented focus, to promote self-directed learning. Task content should be designed to captivate students' attention by incorporating engaging topics such as kite-flying, aeroplanes, or children's games. Jovičić ardently supported the proposition that regular exposure to problem-based scenarios could enhance students' critical thinking skills and empower them to seek autonomous solutions.

Taking into account the characteristics of children's development, Jovičić strongly advocated for the implementation of a complex teaching model in the lower grades of primary school, as she believed that “the comprehensive construction of the child's mind most decisively requires the synthesis of materials from various subjects”. Therefore, in her opinion, it was necessary to reform the approach of dividing teaching work into school subjects and eliminate the class schedule, at least in the first two grades. She argued that “it should be replaced by the organic unity of all areas of instruction” (Jovičić, 1935, p. 733).

Jovanović emphasizes that Jovičić's studies reflect a “vivid and critical sense of practice”, while in her practical work, she was “a quiet fighter for the

transformation of teaching methods in Belgrade schools” (Jovanović, 1938, p. 86). It can also be observed that her practical pedagogical work aimed to develop a specific didactic attitude among teachers, seen as a necessary condition for the reform of education in line with the ideas of the new school. The strategy she developed towards achieving this goal was based on her overall theoretical commitment to the ideas of new pedagogy, as well as the clear vision of a new/work school movement. This entailed various forms of action that Jovičić, in her position as a school supervisor, could pursue – individual work with teachers and students in the classroom, publishing theoretical contributions on topics relevant to educational practice, and conducting lectures and discussions at teacher conferences. Darinka Dragojević, the teacher, described Jovičić’s approach as follows: “She allowed and encouraged debates, discussions, and explanations [...] Our words then truly became what they should be – a forum” (Dragojević, 1938, p. 619). Through her actions, Jovičić contributed to the implementation of the concept of integrated teaching in primary education and the inclusion of various forms of children's expression, such as modelling and drawing, in the instructional process (Jovanović, 1938, p. 86).

Jovičić was recognized by female teachers as a professional collaborator (Dragojević, 1938). In this sense, the results of the analysis of Jovičić's work imply the expansion of the approach to understanding the history of the pedagogical profession as professional collaborators, considering the role of educators in improving the educational work of schools (Vukojević et al., 2014). This implies that the starting point should be the consideration of the roles of educators in advancing the educational practice, rather than focusing solely on the year in which this professional title was formalized. Furthermore, it is necessary to shift the research interest from the margins to the center, in order to recognize and acknowledge the role and contribution of women in the development of pedagogical science and practice in Serbia.

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### PEDAGOŠKA NAUKA I REFORMA NASTAVE U SRBIJI IZMEĐU DVA SVETSKA RATA: PRIMER LJUBICE JOVIČIĆ

**Sažetak:** Ljubica Jovičić (1884-1938), prva žena sa doktoratom iz oblasti pedagogije angažovana u Srbiji, radila je kao profesor Učiteljske škole i nadzornik osnovne škole u Beogradu. Ovo istraživanje proučava njen pristup školskoj superviziji naglašavajući njene napore da neguje specifičan didaktički stav među nastavnicima i promoviše obrazovnu reformu usklađenu sa principima novog školskog pokreta. Jovičićevin rad je doprineo primeni sveobuhvatne nastavne metode u osnovnom obrazovanju i vaspitanju i podsticanju raznovrsnih oblika dečjeg samoizražavanja. Ovo istraživanje naglašava važnost razmatranja uloge pedagoga u unapređenju obrazovne prakse i poziva na dalja istraživanja o značajnim doprinosima žena u oblasti pedagogije.

**Ključne reči:** profesionalni identitet pedagoga, žene u nauci, pedagoška nauka i školska praksa.



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