



*Review*

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**AN INTERESTING READ FOR “CIVIL EDUCATION IN BULGARIA  
( 1878 – 2005 )**

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The monograph by Tsonka Kasnakova – Ivanova “Civil Education in Bulgaria / 1878 – 2005 /

is a response to a significant part of what is happening in history, theory and practice of teaching civil education in Bulgaria.

Research and teaching activities of Tsonka Kasnakova allow her to present in this book in depth and personal presence the path, divagations, achievements failures and, of course, conflicting perceptions of many writers FOR and AGAINST civil education in Bulgarian educational system. As the author herself stresses, the purpose of this study is not only to trace the idea of civil education from the Liberation of Bulgaria to the present days, but to see real opportunities for its implementation.

In all research field three mutually clarified accents are clearly outlined.

Theoretical foundations of civil education with its characteristics, dimensions and international perspectives allow Tsonka Kasnakova to formulate her own definition of the concept “civil education”. Having seen its complexity and multiple structures she emphasizes its integrity, determined by the complex interaction of knowledge, experience and values from various social and scientific areas. In this part of the monograph Tsonka Kasnakova clarifies very successfully one of the mentioned above accents and gives answers to the necessity of studying civil education in Bulgaria. In order to justify the need of studying civil education the author points at the legislation and the national experience of other countries. Understanding of the nature of the civil education in our country would not be possible without the retrospect of the problem. This second aspect of the study covers the period from 1878 to 1944 and the subsequent periods thereafter until 2005.

Tsonka Kasnakova justifies the idea, that Bulgarian school back in the years was

teaching young people moral virtues, national consciousness and patriotic feelings. She illustrates her concept with many historical facts about the establishment and the development of the civil education in our country. One of the evidences for this is the Law for public and private schools in 1884, which introduces a new subject – “civil education”. The analysis of the school documentation outlines the problems, included in civil education study, during the different periods.

This part of the monograph is a significant achievement for the author, which deserves to be noted as very good, because it stresses the contribution of Bulgaria to the general establishment of civil education.

The next accent focuses on the technology of the civil education on preschool and primary school levels within the context of the pedagogical practices in civil education nowadays. The author reveals the specific aspects of teaching civil education on preschool and primary school levels. Defending the thesis that civil education reflects the formation of attitude towards the family and the society, acceptance of values and norms of the same society Tsonka Kasnakova explains very successfully how this happens in these age ranges.

Exactly here Tsonka Kasnakova defends her personal position and belief that these age groups should not be ignored, because they concentrate complex sensitive periods, including those, connected with the adherence of children to the values of the society.

Appendixes, included in the monograph, are extremely valuable source of information for those working in the field of the civil education.

The overall impression from the monograph creates a sense of comprehensive, professional, extremely precise read from the author of all that happened and / or is going to happen in the field of the civil education in Bulgaria.

