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## ***“Teaching mathematics on secondary schools in Slovakia in 1920-1960”***

### **Abstract**

Under Apponyi school laws, many Slovak schools changed to bilingual schools, and yet more than half of these were fully magyarized by 1918. In the first years it was not possible to build the Slovak education system without Czech teachers. Democratization of education system was practically non-existing before 1918, when CSR was formed. During the first Czechoslovak Republic, according to the “Small School Act” from 1922, compulsory education lengthened to 8 years. During the first CSR burgher schools were reorganized following the Czech structure. In compliance with the School Act no. 95/1948, the first 4 grades of gymnasium turned to be a part of compulsory, elementary school.

A more precise specification of school curriculum and syllabus was accepted in the second half of the 19th century and its amendment of 1882. The syllabus from 1849 was applied in almost unchanged form until 1909. The contents of the syllabus from 1934 remained unchanged as compared to the syllabus from 1909. From 1948 the syllabus was influenced by the ideas of socialist pedagogy. Methodology of teaching mathematics turned its attention to teaching the skill of mathematical thinking.

The only noteworthy textbooks were published by the *Union of Czechoslovak Mathematicians and Physicists* and a Czech mathematician Eduard Cech (1893-1960). Incomplete textbooks and instruction written in a very formal language motivated him to write his own textbooks which would improve this situation. Eduard Cech significantly influenced mathematics teaching **through** his textbooks, methodical guides and debates with teachers.

*It is due to E. Cech and his work that the teaching of mathematics did not lag behind the development of the science.*