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Introduction

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Artykuł został opracowany do udostępnienia w internecie przez Muzeum Historii Polski w ramach prac podejmowanych na rzecz zapewnienia otwartego, powszechnego i trwałego dostępu do polskiego dorobku naukowego i kulturalnego. Artykuł jest umieszczony w kolekcji cyfrowej bazhum.muzhp.pl, gromadzącej zawartość polskich czasopism humanistycznych i społecznych.

Tekst jest udostępniony do wykorzystania w ramach dozwolonego użytku.

INTRODUCTION

Pedagogy has interdisciplinary character, and so does research within the field of it. The problems discussed touch on broadly understood education, socialization, and a variety of social issues. Such a wide range of aspects is present in the twenty-first, already, volume of “Educational Studies”. In the consecutive sections of the journal one can find theoretical, empirical, and theoretical-empirical articles, as well as reviews.

The section “Articles & Essays” contains eight texts, each of which forms a comprehensive thematic whole. The first paper relates to school and teachers’ competence in the context of multiculturalism, the second – to media competence of music teacher, and the third one touches upon the modern pedagogy of family with references to John Paul II’s teachings. The next paper describes the situation of children in divorcing and divorced families and the possibilities of giving support and assistance to them, while the two concluding articles analyse the selected children’s conceptualizations of reality.

In the section “Research & Statements” there are three texts worth special recommendation. The first one contains reflections on the changes in teacher education in Poland in the light of theory and practice and the second deals with the role of authority in the life of a gymnasium pupil. These opinions are related to important contemporary problems, which are faced by both students and teachers. The third text explores social issues and presents Polish research on families with many children.

The last section, “Reviews, Reports & Opinions”, contains six book reviews. They review recent, interesting books, useful not only for theoretical study, but also for pedagogical practice.

The volume, due to the variety of explored issues, is directed at a wide reading public: students and academic teachers, specialists in social studies, humanities and arts; teachers, parents and all those who work with children and youth in education and care institutions. I invite all of you to read the volume in the hope that you will find the texts significant.

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