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**Stanisław Juszczak**  
Editor in Chief

# New Educational Review

## Editor's Preface

The consecutive issues of *The New Educational Review* exemplify the development of contemporary educational and social sciences in Poland, Czechia and Slovakia, filling the publishing gap in this domain in the Middle European countries. This journal is a unique magazine of international range in Middle Europe. As it is open for presentation of scientific papers from all over the world, articles by researchers from other countries of the European Union have already been published, such as England, Austria, Switzerland, and Hungary, as well as Japan, Turkey, and the USA.

The articles issued in our journal are the object of reception of not only university researchers and teachers but also a vast number of education practitioners, animators of social-cultural life, as well as students of the humanities in the above-mentioned three countries and other European Union countries where the journal is sent.

The variety of problems presented in the texts systematically coming to the editor's office made it necessary to introduce thematic sections, which are of a dynamic character, i.e. they repeat to some extent in successive volumes and apart from them there appear new ones.

The most important functions of *The New Educational Review* in the scientific and intellectual life of the representatives of particular social sciences, and hence problems analyzed in the journal, are as follows :

1. Conceptions of educational and social-cultural development in the conditions of the *postmonocentric* order dominating in public life.
2. Formation of new tasks and questions in the philosophy and theory of education and in the contemporary culture of selected European Union countries.
3. Theoretical depiction of specific social-educational facts and, at the same time, synthesis of detailed knowledge. Attempt at creating theories within pedagogical sciences as well as social phenomena concerning different levels

- of educational institutions and also society as a whole in the *postcommunist* countries.
4. Documentation of social phenomena and processes of the transformation in Czechia, Poland and Slovakia as well as social-educational changes worldwide of transcultural importance. It should result in a scientific, empirical diagnosis (avoiding journalistic digressions) useful in practice.
  5. Methodological reflection: propositions and tests of new techniques and research means used in the field of the humanities represented by Czechia, Poland and Slovakia.
  6. Arousing research interests in subjects considered as scientifically and practically significant but so far insufficiently penetrated in the domestic literature, e.g. pedagogy but also philosophy, sociology, psychology, or cultural studies.
  7. Methodological reflections concerning the educational process and supplementary education, including teacher refresher courses, mastering of the processes of school system management, increase of the effectiveness of contemporary school's inherent function realization.
  8. Scientific information: it concerns the last section of the journal, «Scientific Conferences», as well as «Review».

Such a broad spectrum of scientific problems is reflected in the structure of the International Scientific Board of the journal, whose task is to ensure a high scientific level of the texts printed in the journal by their critical and careful reviewing.

Presented in the journal theoretical reflections and discussions on empirical research results indicate new developing trends in social sciences and the humanities. Phenomena and processes that can be extremely significant in the development of several scientific fields are presented, new aspects of problems, which may seem obsolete, are discussed and there appear questions that are extremely important for social sciences and the humanities. Hence, successive issues are of an intentionally diverse and multi-paradigmatic character, which makes the journal a set of very interesting studies.

The presented problems are of interest for researchers from known European Union scientific and academic centres, who are sent the journal for promotional purposes. The common linguistic platform has become a means that supports our common scientific discourse on the specificity of our educational problems and on common problems in the field of social sciences and the humanities since our countries' joining the UE, i.e. since May 2004.

The content analysis of the successively appearing issues of the quarterly journal proves that its publication on the market is a considerable contribution to the successful development of the Czech, Polish, and Slovakian scientific literature of both a social-philosophical and educational-protective character. Individual texts

respond to social demand in a significant way. At the same time, pluralistic analyses by authors constantly increase the contemporary amount of social-pedagogical knowledge. Numerous studies (published not only by recognized authorities but also by new researchers) enable the readers, who come from different cultural circles, to radically change their previous way of thinking about the history of the development of the Czech, Polish, and Slovak humanities, necessary changes in the education systems, new roles of teachers, schoolchildren and students, the specificity of the need for constant education in our countries, the relationships of education and the economy, and many other problems. The scientific value of the journal, to a great extent created by the authors of the papers and reviewers from the International Scientific Board and confirmed by the social reception of the text contents, proves that each successive issue of the periodical is worth the highest attention and interest.

*The New Educational Review*, published in Poland with great scientific and editorial involvement, attracts the attention of many intellectual communities for many reasons. It has become a professional forum of exchange and dissemination of humanistic thought for many renowned scientists and numerous scientific-research centres and teams from several Middle European countries. Thanks to the International Scientific Board and extreme scientific reliability, various theoretical standpoints and trends of reflective thinking on contemporary social problems are presented in the quarterly journal. It also popularizes and promotes new strategies of actions, thus becoming an institution of the integration of social theory and practice towards solving important problems of the European scale. The above-mentioned values of the quarterly make its presence on the editorial markets of the three founder countries and foreign countries indispensable.

*The New Educational Review* has become the best pedagogical journal in the founder countries and it aspires to the position of the best pedagogical journal in Middle Europe. In a clear way it defines its functions in terms of social service and obligation of periodical publication.

Number 2006/1 of *The New Educational Review* is the eighth issue of our journal since its foundation in 2003. In this issue the editorial board have proposed the following subject sessions: Social pedagogy, Technology of education, Pedeutology, Special pedagogy, Psychology of gender, Conferences and Review.

We hope that this edition and the succeeding ones will encourage new readers from different countries to participate in an open international discussion. On behalf of the Editors' Board I would like to invite representatives of different pedagogical sub-disciplines and related sciences to publish their texts in *The New Educational Review*.