



You have downloaded a document from
RE-BUŚ
repository of the University of Silesia in Katowice

Title: Editor's preface

Author: Stanisław Juszczak

Citation style: Juszczak Stanisław. (2007). Editor's preface. "The New Educational Review " (2007, no. 1, s. 7-9).



Uznanie autorstwa - Użycie niekomercyjne - Licencja ta pozwala na kopiowanie, zmienianie, remiksowanie, rozprowadzanie, przedstawienie i wykonywanie utworu jedynie w celach niekomercyjnych. Warunek ten nie obejmuje jednak utworów zależnych (mogą zostać objęte inną licencją).



UNIwersYTET ŚLĄSKI
W KATOWICACH



Biblioteka
Uniwersytetu Śląskiego



Ministerstwo Nauki
i Szkolnictwa Wyższego

Stanisław Juszczak
Editor in Chief

New Educational Review

Editor's Preface

The first number of *The New Educational Review* in 2007 is the eleventh issue of our journal since the start of its foundation in 2003. This number opens the fourth year of our functioning in the pedagogical space of Middle Europe. Each of its issues confirms that our journal has become an international forum of an exchange of pedagogical thought on post-modern educational, social as well as cultural reality in the Middle European countries: Poland, the Czech Republic and Slovakia. In this issue we are publishing papers from other Middle European countries: Hungary and Latvia. For this reason our journal is a unique scientific magazine of international range in Middle Europe. As it is open for presentation of scientific papers all over the world, an article by researchers from the Republic of South Africa is published.

In the present issue the editorial board have proposed the following subject sessions: Education in the changing society, Social pedagogy, Pedeutology, Psychology in education, and Foreign languages in education. In the materials of these sessions one can find the works prepared by the participants of the 1st Symposium of Pedagogy and Psychology PhD Students on “Human relations and nowadays challenges”, organized on 15–18 March 2007 by the University of Wrocław.

In the first subject session there are papers connected with the subject of “Education in the changing society”. Iwona Wagner pays special attention to the problem of tolerance and passing moral values in education in order to avoid the “us” and “them” formula in perceiving the multicultural world. Štefan Chudý presents his view on research activities involving the problems/issues associated with the development of educational skills related to resolving educational situations. Alina Szczurek-Boruta writes that issues of cultural identity can be solved by reference to a specific model of the cultural identity characteristic of the contemporary young generation. Lidia Marek describes quantitative and qualitative analyses and interprets research materials on the ludic dimension of students’ free time. Ineta Luka

explains a discrepancy between the current English for Special Purposes (ESP) curriculum and students' wishes and demands of the labour market. Andrea Dómsódy, using qualitative research methods, tries to describe conceptual frameworks, distinctions to support a more efficient and constructivist library instructions. Iwona Paszenda presents her empirical results of the action research in order to show the practical use of creativity training as an educational form in academic education. Michał Kanonowicz provides an analysis of choice for studying psychology and pedagogy as a result of negative experience in the student's family. In his opinion identification of real motives may help to improve didactic and educational methods at Universities. Beata Oelszlaeger writes on some aspects of such learning where neither the teacher nor the pupils stay positive. She also presents selected methods of work with a literary text, among which there are plays with words, initiated by individual pupils or pupils as a group.

The subject session entitled "Social pedagogy" begins with an article by Martin Hronec, who focuses on the analysis between economic education and unemployment in the Slovak Republic. There is a reciprocal proportion between education and unemployment: the lower education, the higher unemployment. In his article Jiří Mudrák presents an overview of current research on giftedness, achievement and factors influencing development. Kamila Kasińska tries to explain the process of social integration of disabled people and presents the issues of the social and legal situation of the disabled, myths and stereotypes created by society and integration education.

The subject session entitled "Psychology in education" starts with a paper by Joanna Róžańska-Kowal who characterizes motivation for learning and school anxiety among pupils of the last two grades of primary school and junior high school students. Good students have an equally low motivation level as poor ones but at the same time good students have a higher level of school anxiety. Maciej Karwowski and Izabela Lebuda present three separate, but connected studies. The first and second studies conducted on two large samples of teachers were realized to find an answer to a question about relationship or some personality characteristics (study 1.) or creative attitude (study 2.) and feeling of being a man/woman of success in the teachers' case. The third study deals with a problem of teachers' success source definitions and elements which could help to achieve success. Erol Sundelowitz, Carol Macdonald and Karel Stanz focus on the leadership potential at schools that goes unnoticed, unacknowledged and un-nurtured. Their study draws attention to individuals whose potential for leadership lies hidden in a chrysalis form that is masked for leadership selection by pervasive, generic, norm-generated criteria. Pavel Prunner shows the results of research focused on

finding a number of psychological characteristics of state administration and municipality managers who influence the school system at a regional level.

In the subject session "Pedeutology" Sabina Koczoń-Zurek presents in short the results of empirical verification of R. Kwaśnica's concept concerning teachers' professional development, which can protect teachers from experiencing burnout, mainly due to growing professional competences, job adaptation and increasing creativity in teachers' attitude.

In the subject session "Foreign languages in education" Anna Studenska focuses on a Foreign Language Anxiety Inventory in the Polish language intended for adolescent and adult students. Foreign languages learned by the participants in the research were English, French, German and Russian and the identified main factors were: speaking and self-image, formal evaluation of foreign language proficiency, feeling incompetent, avoidance of learning and psychological reactions together with nervous behaviour. Ieva Rudzinska discusses the possibility of applying a quality system to one study course – Sport English. David Easton's model applicable for teaching foreign languages consists of the quality of teaching, quality of delivery, quality of materials, and quality in assessment.

We hope that this edition, like the previous ones, will encourage new readers not only from the Middle European 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*.