

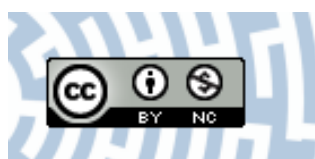


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**Title:** Editor's Preface

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**Citation style:** Juszczak Stanisław. (2007). Editor's Preface. "The New Educational Review" 2008, No 2, s. 9-11.



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**Stanisław Juszczyk**  
Editor in Chief

# New Educational Review

## Editor's Preface

The second number of *The New Educational Review* is the fifteenth issue of our journal since the start of its foundation in 2003. This number continues the fifth year of our functioning in the pedagogical space of Middle Europe. In this issue there are mainly papers from: Poland, the Czech Republic, Pakistan, Singapore, and the Slovak Republic, because our journal is open for presentation of scientific papers from all over the world. I am very happy to inform our Readers that since January 2008 *The New Educational Review* has been in the international data base EBSCO as well as in January 2007 it was selected by the Editorial Development of Thomson Scientific in Philadelphia for coverage in the Social Sciences Citation Index (SSCI).

In the present issue the editorial board have proposed the following subject sessions: Social Pedagogy, Pedeutology, Technology of Education, e-Learning, and Chosen Aspects of Psychology.

In the first subject session there are papers connected with the subject of "Social Pedagogy". Jolana Hroncova analyses the consequences of transformation processes in the Slovak family since 1989 till the present. Particular attention has been paid to the consequences of unemployment in the Slovak family, which has been manifested in economic problems; then to demographic changes, chiefly involved in the decline in marriage and birth rates and increase in divorce rates. Teresa Wilk presents the ways in which people have created theatre to cater for their needs over the centuries, how they make use of it and how it may be of help to them today in their daily lives. Elżbieta Górnikowska-Zwolak notices that in Poland, unlike the West, feminist thought has not been treated with respect. She explains what the feminist theory is and then analyses the connections between feminist thought and social pedagogy; for both of them the essential categories are: engagement and empowerment. Ingrid Emmerová describes prevention of socio-pathological phenomena in the school environment with a specific focus on the prevention of

drug addiction. Inter alia it presents the results of research done in 2004 and in 2007, which was carried out among prevention coordinators at primary and secondary schools.

Katarzyna Borzucka-Sitkiewicz and Krzysztof Sas-Nowosielski show how university students perceive their personal attractiveness and if they feel pressurized into being up to the dominant ideals of body attractiveness and if they undertake actions aimed at shaping their appearance. The article by Štefan Chudý is oriented to professional and personality preparation of social pedagogues at Tomas Bata University in Zlin. He elaborates on a functional model of competences, which will be verified in practice and subsequent reflection on the professional preparation of social pedagogues at TBU in Zlin.

In the subject session “Pedeutology” Beata Dyrda and Irena Przybylska refer to the empirical study concerning teachers’ perception of their education and model competences. The first part of the article deals with the latest standards of teachers’ professional preparation based on legal regulations and the subsequent part is an analysis of the obtained survey data which contributed to important conclusions and practical indications. The text by Beata Pituła is an attempt at an analysis of the multidimensional teacher-pupil relation, basing on principles of selected contemporary pedagogical trends. This basis constitutes the background for the reflection over dialogue as a tool and a method of counteracting the social marginalization of the youth. Belo Felix and Marianna Kološtová particularly analyse the educational needs of the target group of respondents – music education teachers of standard schools with traditional educational programs. Hairon Salleh and Charlene Tan discuss how teachers should be encouraged to lead in educational change through reflection based on Habermas’s theory of communicative action and discourse ethics. By identifying the nature, scope, object and tradition of reflection and reflective practice, this paper explains the conception of reflection for teachers.

In the subject session “Technology of Education” Pavol Odaloš and Jana Kutlaková map the influence of the Goral dialect on pupils’ orthography at Cirkevna základná škola sv. Apoštola Pavla (St. Paul the Apostle Primary Church School) in Sihelné and by means of a system of orthographic exercises indicate the direction of improving the orthographic quality of primary school pupils. Tatiana Slezáková shows some problems which may arise when a disabled child starts attending an ordinary school. She focuses on the question of systems approach to the question of school readiness which assumes the preparation of a handicapped child for entering an ordinary nursery school, the preparation of healthy children for accepting their handicapped classmate as well as the need for readiness of teachers and parents of both groups of children. Šárka Portešová introduces the reader to the issue of the so-called twice exceptional children – i.e. intellectually gifted learners with

a handicap. She pays attention to issues related to identifying these specific learners in school environment, to their social and emotional characteristics, problems and risks that can prevent their exceptional potential from real development. Milena Lipnicka presents a qualitative analysis of goals of children's education in nursery schools from the origins of organized education in pre-school educational institutions till the present. The paper points to socio-culturally and individually conditioned contexts of setting goals in certain historical-social periods. Anna Łobos shows some remarks on possible ways of the upbringing of teenager students by the employment of tools that are connected with tradition. These remarks follow from a just edited CD album with twenty Polish Christmas carols by Witold Lutosławski, who is indisputably one of the major composers of the twentieth century.

The subject session e-Learning contains a contribution by Zuzana Palková, Tatiana Beláková and Gabriel Švejda, in which e-learning and Information Technology instruments in the traditional forms of education in the context of Slovak universities are described. The authors state that IT has an important place in communication between teachers and students and makes it easy to update the enormous amount of information that can be accessed directly.

The last subject session contains contributions from "Different Aspects of Psychology". Eugenia Mandal presents the results of research into fear of success in Polish students of psychology, education, political science, and physical education. The analysed variables were sex, study major, average grades, locus of control, Machiavellianism, and masculinity and femininity. Irena Pilch describes the results of new researches dedicated to the phenomenon of Machiavellianism in children and the youth, and to stressing problems and threats by Machiavellian pupils at school; it also suggests some ways to overcome those problems to teachers. Based on research with a new instrument to measure creative potential – Test of Creative Imagination (TCI) Maciej Karwowski discusses eight separate studies, when TCI and other measures were used. Their results show some significant relations between the results obtained in TCI and the used tests and questionnaires and the results confirm the value of the new instrument. Safia Bashir Gandapur and Rashid Rehman analyze the problem of teaching stress. The objective of the study is to empirically explore the prevalence of occupational stress in varying degrees among the Gomal University teaching staff. It also seeks to determine the gender differences in the respondents' self reporting of stress level.

We hope that this edition, like 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*.