

## EDITORIAL

Dear readers,

The fourth number, issued in the English language again, closes the twelfth year of our journal. It includes articles the content variety of which corresponds with the board of editors' intention to create a platform where not only studies from the area of pedagogical research of diverse research designs but also studies from other branches related to pedagogy could be concentrated. The board of editors makes efforts to present compact research studies, or partial outcomes of researches going on, promising quality outcomes framed in a wider interdisciplinary context.

Thus the readers have opportunity to learn about research surveys from the area of integration and inclusion of persons of special needs, contributing to the dissemination of information of characteristic features of inclusive education, analysing and evaluating the contemporary situation of using supportive arrangements. They also focus on the question whether pupils with special educational needs leave the primary school with competencies defined in the Frame Educational Programme for Primary Schools.

The issue of influence of psychosocial aspects of stress is addressed by an analysis of the profile of a university student. It can contribute to the design of preventive programmes for lowering or compensating students' load, and thus it can identify the topics for efficient interventions in university counselling. University students have problems adapting themselves to the new environment, growing up and accepting new roles related to the fulfilment of social expectations.

The research using the method of discursive and comparative analysis is related to the classification of educational objectives in the Czech and Slovak pedagogy. As general objectives of education are norms of social activities it is necessary to regularly update their definitions and frame them in the wide context of the holistic concept of education.

The historical-philosophical relation between the so-called meta-narration and pedagogy is treated in the article asking the questions what has caused the current crisis of confidence in the "great narration of the meaning of existence". And what does this mean to pedagogy? The objective of the contribution is to outline possible constructive answers to the possible change of paradigm from the viewpoint of pedagogy.

The fourth number is closed with Krzysztof Dziurzyński's review of the book *Selected Topics of Social Pedagogy. Environmental and Social Functions* by W. Sroczyński. The book deals with social pedagogy as a discipline of nearly

hundred-year history. Referring to the early book by Halina Radlińska, it represents social pedagogy as a science of mutual relations between the environment and man, conditions of life and development of children and youth, factors which influence their personalities and educational objectives occurring in this context.

Pedagogy as a complex science requires also a complex and holistic approach for its research activities when the examined area seems flexible, plastic and getting close to the practice; the value of the gained knowledge consists in its comprehensiveness. This is the way to avoid a break-up of research issues when in some cases the following synthesis does not provide the real image of the given phenomenon but outcomes extracted from the context of educational reality, it reduces education to a mere technology and leads to the omission of its social dimension. Thus the board of editors' intention is to keep presenting theoretical papers, specialist articles and research studies fulfilling its criteria and ideas.

Board of editors of the e-PEDAGOGIUM journal