

Introduction

Dear readers,

Although the editorial team's goal was not a monothematic focus of this issue, it may be noted that several contributions create a certain content line, primarily aesthetic education and value orientation that are closely related.

In the article *Values as a Pedagogical Research Topic*, Adéla Antlová and Štefan Chudý focus on the values of men as the result of daily experience and on the process of forming the central values of an individual, as a result of evaluating the relation to various concrete or abstract objects. They also submit a research design based on this concept.

Aesthetic education, which is an important part of the harmonious development of one's personality, plays an important role in the daily formation and stabilization of value orientation in all spheres of an individual's life and is also of great importance in the cultural life of society.

One of the basic principles of aesthetic education is the principle of adequate value orientation. The correct choice of stimuli develops through aesthetic education the relationship of the child not only to the culture and art of one's own nation, but also to different cultures. This moment has been captured in the following two texts. Firstly, Imron Wakhid Harits' article presents emotional and intellectual aspects of *Comparative Children Literature*, where students, apart from traditional fairy tales, read stories from other countries and then compare them. The social and cultural point of view is the basic element of finding its uniqueness among stories. The second article with a significant intercultural context is the work of Yao Jia, Jitka Plischke and Huang Zhiyong, focusing on exploring the current situation of Manjusque culture, cultural heritage and its development at Yongling Primary School in campus culture, curriculum and teaching and extracurricular activities.

In the next part, two articles take their place; *Professional vision of future English language teachers: subject-specific noticing and knowledge-based reasoning with focus on the professional vision of future English language teachers* by Klára Uličná and *Self-directed learning in later life: motives and learning competences of retired teachers*

by Salomėja Šatienė. The aim of her paper is to examine self-directed learning of retired teachers in the context of motivation and learning competencies.

In the final part of this issue of our magazine, there are articles that show content connection in the context of the formation of value orientation of an individual and inclusive education. Karel Červenka deals with the issue of inclusion in children's education emotional disturbances. In his paper, he aims to emphasize the importance of social and cultural dimension of the inclusive process not only in education, when he speaks of solidarity and also emphasizes its informal side. The serious problem of segregation of the Roma community and the difficulties faced by its members are dealt with by Denisa Selická, Monika Štrbová and Marcela Šarvajcová.

In this context, we would like to point out that the process of inclusion is not only about education of pupils with special needs in ordinary school classes, it is not about solidarity given by the principle of legislation. It is about teaching healthy children to cope with differences, accepting the difference of their classmate and giving them the necessary support. It is a gradual change in the thinking not only of individuals but of our society as a whole. This change lies not only in understanding the difficult life situation of individuals with special needs. The essence of this change is not sympathy with these people, but it is above all the willingness of others to accept them without reservations, to help and to understand their problems. It is a change in the behaviour of the whole society based on altruism, tolerance and generosity.

Editors