

Introduction

In a time of a challenging social situation and severe tests not only of psychological resilience, it is necessary to ask whether the current methods/concepts and strategies of education and training will be sufficient to cope with the ongoing and newly emerging crisis. One can ask whether and to what extent helplessness in dealing with new and unusual situations, weakness or lack of preparedness resulting from underestimation of the situation, may manifest itself.

It is therefore not only about the ongoing reform of curricular documents, which should be reflected in the overall prioritisation and direction of the entire education system. It is also about finding approaches that should help everyone to activate his/her own potential and cope with a challenging situation, considering both general and subjective perceptions of its severity.

The school plays an important role in this process both as an educational institution and a community centre. This is also related to the long-awaited legislative changes that should finally lead to the recognition of the importance of the profession of social pedagogue and the role of social pedagogy in the educational process. For schools, the issues related to finding and providing reassurance for the divisive situation and feelings of insecurity in families, which are reflected in schoolwork, are coming to the fore. This opens space for social pedagogy, whose role has been underestimated.

In the context of the direction of interdisciplinary pedagogy, it is therefore possible to ask whether these developments are reflected in society sufficiently or whether it remains in the same ruts and/or evergreens. A discussion on the gravity and the implications of the developments in society, especially on a global scale, but also on a regional scale, on education is necessary. It presents a platform for research designed to present its valid results and recommendations for practice not only to the general professional public but also to education policy makers, committed parents and students of all educational disciplines.

Today, however, society is experiencing a so-called “entitlement” approach, which is manifested by denying one’s own potential and relying on outside intervention. However, this trend is counterproductive, especially in its impact on the goals of edu-

cation and training and its demotivating effect not only on pupils and students but on the whole society. It is likely that it is not only teachers who will face the impact of the divisive mood in families, which will have a serious impact on the educational process. Teachers and other educational staff will undoubtedly play an important role here, but the question is whether they are prepared for their role (and not in the sense of educational qualifications) and who should and will give them a helping hand. This creates space for applied research, but above all for faculties of education and other faculties preparing future teachers and institutions providing further education.

Editors