

Editorial

This issue of our journal presents two articles that, although thematically distinct, together offer valuable insights into current challenges in education. The first addresses the widely discussed topic of burnout and introduces the adaptation and validation of the Slovak version of the Burnout Assessment Tool. The second focuses on issues of language education.

The authors of the first study respond to long-standing difficulties associated with the use of the Maslach Burnout Inventory (MBI). Although MBI is internationally widespread, it has not yet been validated in Slovakia, lacks standardized items, and yields highly heterogeneous results. It also faces theoretical criticism—particularly concerning the problematic conceptualization of the personal accomplishment dimension. The authors emphasize the need to validate the BAT on a broader, representative sample of the Slovak working population, a step that could substantially improve our understanding of work-related stress across professions.

The second article moves to the realm of student thinking and examines the acquisition of the syntactic phenomenon traditionally referred to as the *doplňák* (complement). The authors employ a qualitative case study and work with the so-called isolated model derived from the theory of generic models used in mathematics education. The study highlights the need to transform instructional strategies so that they help students overcome entrenched misconceptions and build coherent mental models of syntactic structures.

Although these topics may appear unrelated at first glance, they can be viewed through the lens of the contemporary school environment—a place where diverse forms of human experience meet. The demands of the teaching profession and the cognitive processes of learners intersect within the complexity of the educational process. When examined together, the two studies offer a perspective that connects the macro-level of the teacher's professional experience with the micro-level of student learning.

This issue thus reminds us that pedagogy is a multidisciplinary field capable of integrating insights from psychology, linguistics, and didactics. In doing so, it brings us closer to a school environment that is fair to both teachers and students—one that is

both challenging and supportive, demanding yet comprehensible. Together, the two texts encourage us to reflect on the research tools used in pedagogical research and practice, to consider how these tools shape our understanding, and to identify where they open pathways to innovation. Teachers need a professional environment that safeguards their mental well-being, and students need support that enables them to understand the content they encounter. In sum, educational science requires tools and models that allow us to capture both of these dimensions with depth and coherence.

Editors