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Introduction

In his great publication on the Polish pedagogical thought, issued before the Second World War, Bogdan Nawroczyński wrote:

In pedagogical theories worked out by different nations we can distinguish ideas originating from two kinds of sources. Some of them come from outside. They are usually ideas popular all around the world. The other kind has its source in the way of thinking characteristic of a given nation. Such ideas reflect the nation's history, its conditions of being, its aiming at ensuring a better future and fulfilling the highest ideals of culture (Nawroczyński 1338: 5).

While analysing the development of the preschool pedagogy in Poland, it is easy to notice that such development was influenced by foreign and national factors that reflected the way of thinking and acting resulting from the educational needs of the nation.

We should look at the history of preschool pedagogy and other pedagogical sub-disciplines, taking into account the following issues:

- The creators of the theories of preschool education;
- The history of the institution of preschool education;
- The history of associations supporting the development of preschool education;
- The magazines aimed at promoting the idea of preschool education;
- The history of preschool education and kindergarten teachers (Bobrowska-Nowak 1978).¹

All those elements are reflected in the history of the Polish preschool education.

¹ These aspects are also mentioned in the works and publications of such authors as W. Leżańska, B. Sandler, M. Wróbel et al.

It should be noted that a characteristic feature of the Polish preschool pedagogy, especially in the 19th century and in the interwar period, was the reception of foreign theories and achievements of preschool education. Also, one of the characteristic features of the development of preschool pedagogy was its relation with the caring pedagogy. In many aspects, the authors of pedagogical theories linked those two pedagogical sub-disciplines.

An important indicator of the development of preschool pedagogy in Poland, and especially its popularization, were the magazines that promoted foreign and Polish pedagogical theories and their practical fulfilment. Such specialist magazines included: “Wychowanie Przedszkolne” [Preschool Education] and “Przedszkole” [Kindergarten] (Sosnowska 2016: 31-55). And the issue of the child and upbringing was also reflected in other magazines – not only pedagogical ones. A good example was the periodical “Social Review” published in Lviv in 1927-1939. The magazine was dedicated to the issues of social work and caring for children. Also, while discussing the development of preschool pedagogy in Poland, we cannot forget about the role of the Church which contributed to the creation of the institution of preschool education (Korzeniewska 2013).

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The texts collected in this volume only outline the status of the research on the development of preschool pedagogy. The authors mainly focused on the development of the Polish preschool pedagogy, but some articles include references to the pedagogy in the world. The issue of the development of preschool pedagogy needs further research, especially in terms of texts related to the authors of this sub-discipline.

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