

## Editorial

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Nowadays, in an era of globalization, information, a demanding labor market, mobility and other dynamic phenomena, according to the educational trends and standards of learning, the synergy of all educational environments is a very important issue. This synergy means more than just cooperation. School institutions, parents, local authorities and other members of the upbringing process provide learners with values and independent learning. One of the most important seems to be the family. Moreover, being an independent person is one of the most important issues in European countries, and all over the world, including well-developed countries, as the USA. In the 20<sup>th</sup> century the European Commission established some modern, actual and significant competences of the learners that were intended to foster competent workers, good citizens and happy persons. These competences are connected to special qualities such as: being flexible, responsible, creative and being independent. This is why educational politicians, educators and other important people that work with younger learners should provide them with the suitable educational environment where they are able to shape such qualities.

The authors of the volume *The Synergy of Educational Environments* raise many different but very significant subjects that are connected to independent learning. Some of them describe laws affecting school organization as their general topic and especially the rules that regulate the pre-school and elementary levels of education. Others focus their attention on some other issues such as the cooperation of all the subjects of education, such as teachers, parents and learners. Others show other influences, especially the media and the family, on the development of younger learners.

The first article is written by Andrzej Michał de Tchorzewski and is entitled: *Educational Reform – Etiology, Types, Rules*. In his article, he depicts the phenomena of educational reforms as the basic elements of

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pedagogical process. This consists of the etiology and historical dimension of educational reforms. A very important part of the paper is that it shows the factors that determine the whole process of the reforms – from their establishment to their implementation. The author emphasizes the impact of the reforms on the quality of education, both from the cognitive and social dimensions, globally in terms of societies and locally in communities. The author's deep understanding of this issue opens up an interesting discussion and consideration of the topic of this volume.

The second author, Radmila Burkovičová, in her paper: *Impacts of the Amendment to the Regulation of Pre-primary Education on the Practical Domain in the Czech Republic*, also focuses on the topic of the reforms, but the topic is narrower, concerning the specific educational law regulations only in the country of the author. At the beginning of the paper, the author characterizes some important definitions connected to the topic and shows the legal situation of pre-school education in the Czech Republic. Then, the author depicts the obligations of the parents, the teachers, the principles and the towns in the organization of preschools and the obligation of the learners at that level. Afterwards, she concludes with the benefits of the current amendment to the law.

The second and the third articles adopt a comparative perspective which is very popular nowadays. The first author, Rosalina Engels-Kritidis, in *Preschool Education and Kindergarten Teachers' Training in Bulgaria and Slovakia*, presents the current situation of preschool education both in Bulgaria and Slovakia, showing some similarities and differences between them. She focuses on the preparation of prospective teachers at that level in both countries. These three articles scratch in some way the situation of educational law, especially of early education in some European countries.

Moreover, Natalia Andriichuk's paper, *Special Education vs Inclusive Education in the Synergy of Educational Environments*, depicts the importance of the idea of inclusion that is recognized by the author as the modern approach providing all students with a suitable environment of education. The author has analyzed the scientific approaches towards special and inclusive education and makes some comparative characteristics of three types of schools: special school, school with integrated

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study and the inclusive school. This comparison is interesting and somewhat innovative in the literature of the subject.

Anna Skoczek, in the article *Role of Media in Upbringing Children in Pre-school Age*, also focuses on a crucial issue, namely the influence of the media of the education of pre-schoolers. These three articles all concentrate on the unique social and political “background” to the education of younger learners.

Another important area of the learning of the younger learners is the family. It also determines whether they will be independent learners or they will need constant help and guidance in this process. Ewa Dziewońska, in the paper *Growing up in a Family as a Time of Identity Formation*, presents an extensive examination of the identification of the characteristics of the formation of adolescents in the social context of a family. The formation is an under-described and underestimated phenomena which is also very interesting and holistic. Moreover, Anna Śniegulska, in the paper called: *Responsible Parenthood as a Foundation of the Child's Success in Education*, stays with the theme of the importance of the family in the development of younger learners. Both authors claim that the role of parents cannot be overestimated in the formation of young people. They can give their children the opportunity to be independent adults. Both articles are worth reading not only by parents but also by other people.

Another topic that is presented by the authors of this volume is cooperation. It seems to be one of the most important issues in the modern debate about pre-school and elementary education in Europe. There are some countries that have already organized it very well, such as the UK. In Poland, we are still acquiring the fundamental principles and trying to implement them. Unfortunately, we do not have the proper tradition of the cooperation of the subject of the upbringing and teaching processes in Poland. Another important topic that is connected to cooperation in this volume is the teaching of foreign languages and their correlation with other educational areas in a changing world.

Cooperation and languages are also addressed in this volume, with the paper written by Olga Yevgenivna Misechko called: *Multiple Impact of*

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*International Cooperation in Language Education of Children in Ukraine after 1991*, and by Arianna Kitzinger, called: *Changing Lives, Changing Languages: Societal Impact on Language Teaching*. They propose a new, modern dimension in language teaching and also the importance of national languages. Stanisława Katarzyna Nazaruk, in her paper: *Popularization of English Language Learning in Primary Schools in Poland*, concentrates on language importance and making English more popular in Poland at the elementary level.

All these articles result in a volume on children's learning independence in preschool and elementary school which is very unique and interesting, with all of them worth reading by academics and non-professionals alike. The fact that the authors come from different European countries shows both the global situation of policy and the influences of the media and the family, as well as some details from the reality of their countries. They also demonstrate a deep understanding of the issues, reflective thinking and in-depth knowledge. This volume should be of particular interest for educational policy makers, pedagogues and sociologists. It may also be engaging reading matter for parents and students of pedagogy.

The volume also contains a review of publication *Zabawa, O uczeniu się, zaufaniu i życiu pełnym entuzjazmu* [*Play. About Learning, Trust and Life Full of Enthusiasm*] written by Aneta Kamińska.

Aneta Kamińska