

Editorial

It seems that the word *challenge* is one that fits very well with modern educational processes. Presenting the 18th issue of the Multidisciplinary Journal of School Education, the main theme of which is *Facing Educational Challenges*, we would like to invite you to reflect on selected educational challenges. In the face of dynamic social changes, especially in the recent months of the coronavirus epidemic, what a child or young person experiences in the educational space is of paramount importance. The challenges to education presented by the authors of the articles in issue 18 concern both students and teachers, as well as institutions that organize educational process.

The first article focuses primarily on the educational challenge faced by a modern university. However, it seems that the analysis presented may lead to an in-depth reflection on the organization of educational processes in an institution at any level. In his article *MacIntyre and the Challenges of Higher Education in the 21st Century*, Miguel Angel Belmonte asks questions based on Alasdair MacIntyre's critical approach to the organization of contemporary university. It is up to the reader to come to conclusion whether it is possible to adopt MacIntyre's proposal as presented by Miguel Angel Belmonte.

Three articles deal with the challenges faced by teachers. In the article *Entrepreneurship in High School Education – Perspectives of Colombian Teachers* Angélica Rico Alonso and Angela Cardenas discuss the problems faced by teachers teaching entrepreneurship. The analysis of the research results presented in the article shows that teaching entrepreneurship in a country such as Colombia, where there is a lot of unemployment, is badly needed. It is important to teach entrepreneurship in such a way that students acquire broad competences in this area, both in terms of knowledge and practical skills. A significant challenge in the face of the

need for effective teaching of entrepreneurship is developing and conducting adequate teacher training. As the authors have shown, teachers feel dissatisfied in this respect.

In the article *Motivation of Early Childhood Education Teachers in the Pursuit of Pedagogical Mastery* Anna Szkolak-Stępień presents the results of her empirical research. They indicate that the main motivating factor for teachers is higher remuneration.

In the article *Teachers' Awareness of the Development of Perceptual Motor Functions in Pupils with Mild Intellectual Disabilities at a Primary School in the Czech Republic*, Lucie Loosová and Jan Viktorin draw the readers' attention to the challenges faced by the teachers of students with mild intellectual disabilities connected with the development of their perceptual motor functions. We can conclude from the text that the effective way to achieve positive results in this area is to ensure the cooperation of the teacher, school, family and the counselling centre.

To give a fuller picture of the situation of the children with mild intellectual disabilities, we are publishing one more article by Lucie Loosová Jan Viktorin, entitled *Perceptual Motor Skills in Children and Pupils with Mild Intellectual Disabilities*. They argue that there is a relationship between the development of cognitive and executive functions and psychomotor development. Undoubtedly, it is an educational challenge to better understand the perceptual abilities of children with mild intellectual disabilities.

In the article *Coronavirus as an (Anti) Hero of Fairy Tales and Guides for Children*, Jolanta Karbowniczek and Beata Kucharska discuss the educational challenge posed by the coronavirus pandemic. The new reality gave rise to a new literary genre introducing children to the world of COVID-19 threat. This new genre comprises fairy tales and therapeutic children's stories, in which characters are struggling with the pandemic. Reading such fairy tales and therapeutic stories to children is supposed to help them get used to the reality of the pandemic and to promote behaviour protecting from the spread of the virus. The authors of the article give useful suggestions to the teachers on how to talk to children in this extraordinary situation.

We also invite you to read articles in the *Miscellaneous Articles* section: Alexandra Brestovičová, *Most Frequent Lexical Units in Mother–Infant Communication in Slovak Language*; Anna Miegoń, *The Educational Functions of the First Woman’s Almanac in Britain. Media Literacy and The Ladies’ Diary, 1704–1713*; María Rodríguez Velasco, *Color Symbolism in the Castilian Atlantic Bibles: Initials and Scenes from the Bible of Avila (BNM, Vit. 15-1)*.

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