

Editorial

For a few years now teachers of preschool and early school education in Poland are obliged to diagnose children development, knowledge and skills. The complex diagnosis serves all educational subjects: teachers, children, and their parents. Teachers benefit from it, as it allows them to plan appropriately the process of teaching, so that they can support children in their versatile development through adjusting the programme to their intellectual, social, and emotional capacity. Parents can benefit from the complex diagnosis because thanks to the systematic monitoring of a child's development they, together with the teacher, may help those pupils who need it.

The interesting research in this scope has been carried out by Urszula Oszwa, who, in the article *Current Trends in the Emotional and Social Aspects of the School Readiness Research*, has analyzed contemporary trends of research upon the school readiness based on documents available at academic database. The overview of the research let the author distinguish six categories of research which has been discussed in the text. They concern: defining the specific aspects of emotional and social functioning and their meaning for school children achievements; introducing new tools designated for the research of school readiness; evaluation of early emotional support in the context of school readiness; statistical correlation between school starting point and pupils' achievements; defining the profile of preschool children showing the problematic behaviour in order to provide them with early intervention; measurement of level of upbringing functions in assessment of school readiness as a vital aspect of the future students' social-emotional adjustment. A number of approaches, tendencies and dimensions of school readiness discussed in article indicates how complex and complicated this issue is.

The publication by Barbara Cygan, *Diagnosis as the Foundation of Early Pedagogical Help for Children in Kindergarten*, is to show a role of early

diagnosis in detecting developmental disorders of preschool children. The author has displayed the results of experimental research conducted in two groups of kindergarten children. Among the researched, there were children who started education at the age of five and those who attended the kindergarten group much longer (two years). The research shows that early diagnosis and intervention allows to minimize the effects of children's developmental disorders. Thus, the period of child's stay in the institution is not without meaning.

More and more children are affected by autism which is the subject of consideration undertaken by Marian Stepulak, who, in the issue: *The Psychological, Ethical and Socializing Dimension of Childhood Autism During Preschool and Early School*, explains the notion "autism" in three fundamental areas. The first one is the breaking the social bonds or constrained ability to enter into interpersonal relationships; the second one – disturbances in communication; the third one – the stiffness of behaviour, limited repertory of activities and interests, connected additionally with the lack of imagination. Then, he presents the basic autism symptoms, to go further to psychotherapeutic methods and techniques. The author emphasizes that the therapy carried out can not affect the fundamental norms and moral principles. Particularly, trust and respect of the professional moral code seem to be significant. In the context of considered matters, the crucial postulate appears that therapists and other specialists working with the autistic children should work constantly on enhancing not only their professional competences, but also their moral standards.

Next articles undertake the matter of bibliotherapy in child education, which is a great way of pedagogical work not only with children with special educational needs, according to the analysis of texts prepared by scientists from University of Prešov in Prešov. *Bibliotherapy*, according to the definition by Leedy – is the process of assimilation of psychological, social, and aesthetic values from books to human being's character, personality, and behaviour¹.

¹ W. Szulc, *Kulturoterapia. Wykorzystanie sztuki i działalności kulturalno – oświatowej w leczeniu*, Poznań 1994, p. 42.

The article written by Iveta Gal-Drzewiecka entitled *Educational Potential of the Artistic Expression of Visual Impairment in the Books for Children and Youth* is about possibilities of the usage of illustrated educative books for children. The research presented in the article was to define ethical and axiological dimension of child experience in the contact with illustrations displaying the blind, and on this basis defining the possibility of using the research results in educational practice. In the research, the analysis of pupils' personal experiences was made, on the basis of which the author concluded that the child's contact with artistic interpretation of blindness provides authentic situations that let them recognize their own feelings, attitudes, and values, as well as the variety of cognitive styles, sensory preferences, and their own way of the world perception.

Zuzana Stanislavová, in the article: *The Disadvantaged Character in the Literature for Young Readers and in Inclusive Education*, proves that fine literature in early childhood can help in discarding barriers that the handicapped are exposed to in the society. The author analyzes a child's portrait with health and social problems in the contemporary literature (Alexandra Salmela: *Mimi and Lisa*, Gabriela Futová: *About the Hairless*, Peter Karpinský: *Adela, Do Not Even Try It!*) written for kindergarten and early school children. The analysis of literary texts was made in order to find answers to the following questions: what are the stereotypes reflected in behaviour of surrounding environment towards a person who is in an unfavorable situation; how do the literature main characters accept their own social role in unfavourable situations?; what is the role of a person being in an unfavourable situation in the concept of the story (active, passive)?; what is the extent of the drawback that becomes the obstacle in social functioning?; to what extent does it serve as an alternative source of self affirmation and sense of one's own value?

Jana Kožárová, in the article entitled *Current Research and Teaching Strategies for the Writing, Reading and Literary Education of the Pupils with ADHD*, proposes concrete methodological solutions, which should be applied in problematic situations such as the following ones: focus of attention, transmitting the thought in written form, fulfilment of long-term aims, observing terms, and alike. The author showed many interesting

strategies of work with literary texts that can be implemented in education of children with ADHD, because, as she states, educational intervention for pupils with ADHD has to be more intensive and more engaging than for others.

Radoslav Rusňák, in his speculations upon the role of literature main character in forming a child's personality and ability to deal with difficult life situations, in the text: *Educational Aspect of Disabled Literary Character from the Work of Walt Disney in the Primary Education*, claims that the novel *The Hunchback from Notre-Dame* and its film adaptation made by Walt Disney is worth paying attention in educational process. Reading books and watching films is valuable, as we never just read a book, but we read it to learn to control, understand and know ourselves.

Alica Petrasová, in the article *Critical Thinking Qualification as a Determinant of Individualization and Differentiation of Instruction*, poses the thesis that it is necessary to change fundamentally aims, means, and the process of future teacher's education, with the assumption of perceiving them as promoters of science and experts in terms of pupils' social and individual development, and elaborating their critical thinking and abilities indispensable in pedagogical practice, which are mainly mastered through self-reflection. The author is for initial selection for teacher profession and constructing the schools-laboratories, in which students could have pedagogical practices.

The material gathered in this volume is a precious source of theoretical knowledge, and an inspiration for practical activities both in kindergarten and school.

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