

Introduction

We give to readers the next volume of the work of employees and associates of the Pedagogical Faculty of the Academy of Management and Administration in Opole (WSZiA). The subjects of previous volumes were related to the research topics implemented at the Faculty. They were a consequence of the specializations conducted within the pedagogy field, as well as the desire to take up subjects related to significant problems of education and its determinants. Some of the monographs were the result of individual research interests of employees.

Poland's accession to the European Union caused an increase in interest in education, social expectations, its role in society, its conditions and how education should participate in shaping eurointegration processes. In this trend of research, questions were also asked about the place of the Polish educational system against the comparative background and the direction of changes in Polish education¹. Professor Stanisław Kaczor (1924-2014), a member of the University of Applied Sciences and Humanities in 1996-2014, teacher, researcher of adult education and vocational education in Poland and abroad, a member of the Committee of Experts for National Education (1987-1989) made a special contribution to inspire the resulting works related to this area.² In 2007, he received an honorary doctorate from the Academy of Pedagogical Sciences of Ukraine. This trend also includes the works of dr Anna Krasnodębska³ The political transformation in Poland caused a greater interest in social problems, and among them, the issue of the life situation of the elderly, their physical and mental condition, and place in society. This issue was addressed at the Academy of Management and Administration mainly due to Professor Stanisław Rogala (1932-2015), who was associated with our school in the years (2003-2015), he managed the Department of Social Impact. A person extremely distinguished for education in the Opole region (teacher of the Pedagogical High School in Kluczbork, Teachers' College in Opole, Higher Pedagogical School in Opole, Opole Curator of Education and Upbringing, Director of the Teacher Training Department in Opole), expert on education problems, especially teacher education, psychologist. In the last years of his life, Professor Rogala focused on the problems of older people, at the Academy of Management and Administration he organized

¹ Z. Jasiński, St. Kaczor (red.), *Wybrane problemy edukacji i eurointegracji*, WSZiA, Opole 2005; E. Smak, D. Widelak (red.), *Edukacja w dobie integracji europejskiej, Strategie zmian i praktyka pedagogiczna*, WSZiA, Opole 2006.; St. Kaczor, D. Widelak (red.), *Tworzenie warunków dla dobrego funkcjonowania szkoły wyższej*, WSZiA, Opole 2007; St. Kaczor, D. Kowalska, D., Widelak (red.), *Szkoły wyższe – ważny etap uczenia się przez całe życie. Teoria i praktyka*, WSZiA w Opolu, 2008; W. Duczmał, S. Śliwa (red.), *Współczesność na rozdrożu? O edukacji, wychowaniu i profilaktyce słów kilka*, WSZiA, Opole 2013; W. Duczmał, S. Śliwa (red.), *Poznać i zrozumieć świat, program nauczania na I etapie edukacyjnym*, WSZiA, Opole 2014; D. Kowalska, U. Strzelczyk –Raduli, (red.), *Ważne sprawy naszych uczniów*, WSZiA Opole 2014.

² M. Duczmał, *Przedmowa*, [w:] *Wyzwania wobec szkolnictwa wyższego w zmieniającej się Europie*, red. M. Duczmał, WSZiA, Opole 2014, s. 7-10.

³ A. Krasnodębska, *Preferencje zawodowe opolskich studentów a kwestia zagranicznych migracji zarobkowych*, WSZiA w Opolu 2008; idem: *Badanie oczekiwań pracodawców wobec potencjalnych pracowników, ich umiejętności i kwalifikacji w kontekście zjawiska migracji*, WSZiA, Opole 2009.

several very interesting scientific conferences devoted to the issues of gerontology, which echoed widely in the country and their aftermath are several interesting publications devoted to the elderly⁴.

WSZiA employees and associates also have their contribution in undertaking broadly understood social problems, social changes after transformation, as well as social activation and prevention, which is evidenced by a number of publications⁵. Great interest in the specialization 'social rehabilitation and prevention of social maladjustment' influenced the undertaking of these research threads and the creation of a number of studies⁶. Much attention was also paid to psychological aspects in the process of education and upbringing. Sister Maria B. Pecyna devoted a lot of space to them in her works, focusing on issues of psychological and pedagogical diagnosis and issues of dyslexia⁷.

The research and work did not ignore the problems of functioning of disabled people. In this way, teachers from WSZiA contribute to the general increase in concern for a better quality of life for people with disabilities.⁸

In recent years, due to the reform of the school system, the focus has been put on aspects of the education system functioning - on the challenges and threats we face today⁹.

⁴ St. Rogala (red.), *Psychologiczno – społeczne uwarunkowania procesu starzenia się człowieka*, WSZiA, Opole 2007; St. Rogala (red.), *Wybrane problemy wspierania ludzi starszych*, WSZiA, Opole 2008; St. Rogala (red.), *Spoleczna empatia a ludzie starsi*, WSZiA, Opole 2009; St. Rogala (red.), *Starość i jej konsekwencje społeczno-rodzinne*, WSZiA, Opole 2010; Z. Jasiński, *Stanisław Rogala (1932-2015) – nauczyciel, organizator i badacz problemów edukacji* [w:] *Samowychowanie do dojrzałej dorosłości*, (red.) Z. M. Nowak, T. Olewicz, Wyższa Szkoła Zarządzania i Administracji w Opolu, Opole 2015, s.11-19; A. Grudzka, *Odszedł wielki przyjaciel seniorów*, „Nowa Trybuna Opolska” nr 76 z 1 IV 2015.

⁵ D. Widelak, S. Śliwa (red.), *Idea wolontariatu w kształtowaniu społeczności lokalnych*, WSZiA, Opole 2009; F. A. Marek, S. Śliwa (red.), *W poszukiwaniu optymalnych oddziaływań pedagogicznych w środowisku lokalnym*, WSZiA, Opole 2011; F. A. Marek, S. Śliwa (red.), *o pracy i pomocy społecznej z pedagogicznego punktu widzenia*, WSZiA, Opole 2012.

⁶ M. Hanulewicz, D. Widelak (red.), *Wybrane problemy profilaktyki społecznej w środowisku otwartym*, WSZiA Opole 2007; S. Śliwa, *Wybrane problemy resocjalizacji nieletnich w młodzieżowych ośrodkach wychowawczych*, WSZiA, Opole 2013.; A. Kurek, *Areszty i zakłady karne Opolszczyzny*, WSZiA, Opole 2013; M. Kowalski, S. Śliwa, E. Kowalska (red.), *Education and social rehabilitation - Two roads, one goal (European contexts)*, WSZiA, Opole 2014; R. Bernátová, S. Śliwa (red.) *Wybrane problemy edukacji i profilaktyki dzieci w wieku wczesnoszkolnym*, WSZiA, Opole 2015; s. M.B., Pecyna, H. Filipowski, *Uwięziony uczeń wart uwagi. nauczycieli resocjalizujących portret własny w rekonstrukcji ich uczniów*, WSZiA, Opole 2015; *Szkolne programy profilaktyki a edukacja wczesnoszkolna*, WSZiA, Opole 2015..

⁷ S. M.B. Pecyna, *Psychofizjologiczne diagnozy trudności w uczeniu się*, WSZiA, Opole 2010; Idem: *Predykatory przezwyciężania dysleksji rozwojowej – doświadczenia pedagogiczne*, WSZiA, Opole 2011; *Stres oksydacyjny w diagnostyce i terapii dysleksji rozwojowej w doświadczeniach pedagogicznych*, WSZiA, Opole 2013; s. M.B. Pecyna (red.), *Dysleksja rozwojowa, Fakty i tajemnica w diagnostyce psychologiczno-pedagogicznej*, WSZiA, Opole 2011; M. Kowalski, I. Koszyk, S., Śliwa (red.), *Edukacja i/a mózg, mózg a/ edukacja*, Oficyna Wydawnicza Impuls, Kraków 2015.

⁸ J. Czeczczarz, W., Duczmal, S. Śliwa (red.), *Pedagogiczne, medyczne i ekonomiczne aspekty niepełnosprawności*, Wydawnictwo Wyższej Szkoły Zarządzania i Administracji, Wydawnictwo Instytutu Śląskiego, Opole 2013; J. Czeczczarz, M., Kapica, F.A., Marek (red.), *Od niepełnosprawności do aktywności*, WSZiA, Opole 2015.

⁹ W. Duczmal, J. Tej, Ł. Fiebich (red.), *Edukacja na rozdrożu, Nauczyciel-uczeń-edukacja*, część 1, WSZiA, Opole 2016; T. Nestorenko, E. Kowalska, M. Hanulewicz (red.), *Edukacja na rozdrożu, Rodzina w obliczu wyzwań współczesnego świata*, część 2, WSZiA, Opole 2016; R. Bernatov, S. Kania, S., ŚLIWA (red.), *Edukacja na rozdrożu: Dzieciństwo szans i zagrożeń*, Cz. 3, Wydawnictwo Instytut Śląski, Opole 2016; T. Nestorenko, S. Śliwa, L. Tsybulko L. (red.), *Technologies of shaping and enhancing health oh human and*

This publication consists of two parts. Chapter I, entitled '*In the circle of educational problems*', deals with issues of broadly understood education. The texts are particularly characterized by the authors' reflection on what contemporary education should look like.

Zenon Jasiński's article *Discovering the world by children at a junior school age by activities in the project "Fascinating world of science and technology"* concerns a project for primary school students of the Opole region, implemented by the Regional Center for the Development of Education under the Human Capital Operational Program, Priority IX, Action 9.1 '*Equalizing educational opportunities and ensuring high-quality educational services provided in the education system*', co-financed by the European Union from the European Social Fund. The author presents in it the purpose and general characteristics of the project, as well as the stages of activities undertaken in the project. It also shows the results of research conducted among school leaders who were responsible for implementing the project in schools regarding the effectiveness of the project's activities.

Another article by Franciszek Antoni Marek is related to the problems of relations between universities and other schools. The author presents how the hierarchical system of education once operated and how universities shaped, fell and built over the centuries. In this text we can also get acquainted with the significance of universities in the national as well as local environment.

Zenona Maria Nowak's text concerns the author's reflections on the social skills and competences of university graduates in the field of effective and moral action in a globalizing world. In particular, it emphasizes the role of teaching students to think critically, enabling understanding, in particular by shaping students' methodological and axiological awareness.

In turn, Małgorzata Turbiarz's article deals with the role of psychology in modern student education. The author, based on research conducted among students of the School of Management and Administration in Opole, states how knowledge and skills in psychology can support the professional and personal life of future graduates. In the final part of the article, the reader can also find out what, according to students, are the most attractive forms and methods of conducting classes that can strengthen the transfer of knowledge to students.

Chapter II, *On the issues of prevention and rehabilitation*, contains a set of texts focusing on activities in the field of pedagogical prevention, early support for the children's development and rehabilitation of people with mental disabilities.

The first article in this part by Katarzyna Błońska entitled '*Volunteer's personality. Why do people help?*', concerns issues related to volunteering. The author presents the definition of volunteering, determinants of pro-social behavior, as well as personality determinants of those who help.

The next text by Jarosław Czepczarz and Marian Kapica, '*Non-specific interactions in rehabilitation*', addresses issues related to the disability of the musculoskeletal system, the

functioning of people with this disability in everyday life, and also shows the role of non-specific therapeutic factors in the rehabilitation of people affected by this type of disability.

Mirosław Hanulewicz's article 'Two-parenthood from conception - the foundation of a child's proper development' shows how important prenatal prophylaxis is for pregnant mothers. The author describes the stages of becoming a father and the tasks resulting from it.

The next text by Dorota Kowalska '*From disability to integration of a preschool child*' raises extremely important issues that are related to the tasks of the kindergarten as an integration institution. The author describes the ideas of integration and the principles of organizing special education in kindergarten.

Readers can learn about the links between health education and prevention from an article by Marian Kapica and Sławomir Śliwa. The authors compare the goals, concepts and models of health education and prevention. They also highlight the factors that determine the effectiveness of health education and prevention.

In the text of Maria Bogumiła Pecyna '*Prediction of oxidative stress in adolescents with physiologically diagnosed developmental dyslexia in plethysmographic studies*' a new view on the prediction of oxidative stress in the diagnosis and therapy of developmental dyslexia has been shown. Paradoxically, the results of the research presented in the article show that trainings of improving smoother reading and better writing, clearly increase oxidative stress, which counteracts the aforementioned activities.

Article by M. Misik relates to pedagogical concepts and activities directed at the benefit of the sick and disabled. In particular, the authors draw attention to the potential that is contained in religious thought. They thoroughly discuss the reflections of John Paul II on suffering and bring readers closer to the meaning of the message that His thought carried.

At the end Sławomir Śliwa's research is presented, which he conducted among students from Ukraine, Slovakia and Poland. These studies concern issues related to the preventive competences of future educators. They show the direction in which educational programs in this field should change in universities.

Bearing in mind that the articles cover a variety of issues related to education, prevention and rehabilitation, the editors assume that this volume may be of interest to a wider audience who is interested in this topic.

Publication editors