

Preface

The 21st volume of “Interdisciplinary Contexts of Special Education” constitutes a compilation of papers pertaining to the current issues in the realm of special education. The first paper in the publication was penned by Professor Bogusław Śliwerski and pertains to the uniqueness of scouting education. The author attempts to answer the question about the degree in which the modern educational accomplishments refer to the phenomenon of scouting education. Is it possible to talk about scouting education or scouting pedagogy? As Professor Śliwerski notes in his article, such issues cannot be settled exclusively on the level of normative models – it is necessary to reach to prior studies and to show the necessity of making an academic turnaround in this respect.

“Ohyake (公) or watakushi (私) and puraibashii (プライベート)? Space and Artefacts in Special and Inclusive Education in Japan: Report on Visual Educational Microethnography” is the subject matter of a paper presented by Professor Beata Borowska-Beszta, PhD (Nicolaus Copernicus University in Toruń). As noted by the author, the purpose of a portion of studies analysed in the report was to understand and to assess space and selected types of behaviour, along with physical and material artefacts of six schools and one support facility for mentally handicapped adults in the contexts of organisational culture of emic Japanese understanding

of space, and space as a cultural reservoir of coding the construct of disability. In the next paper, Professor Dorota Podgórska-Jachnik, PhD (Kazimierz Wielki University in Bydgoszcz) discusses problems of disability seen through the prism of needs, both these determined as special (special educational needs, development and vocational needs), as well as the universal ones. The author analyses both the concept of (special) needs, as well as its theoretical and practical explorations in reference to care, compensatory, educational and therapeutic activities.

Issues pertaining to support as part of inclusive education offered to one of student groups with special educational needs, namely foreign students, are presented by Professor Iwona Chrzanoska and Professor Beata Jachimczak, PhD (Adam Mickiewicz University in Poznań). As shown by the authors, problems of foreign students, both in reference to education and social integration in the country in which they reside, are specific even within the group of students with special educational needs.

In the next paper, Teresa Serafin, PhD sets forth the initiatives undertaken by the social organisations and the office of the capital city of Warsaw aimed at improving the quality of life of persons with disabilities and their families. As noted by the author of the text, such initiatives refer to the continuation of activities of the education system as far as the levelling of the chances of students with disabilities is concerned on the part of institutions performing tasks in the realm of various areas of social policy, including support for professional and personal functioning of adults.

Preventing irregularities in the development of articulation in infants and toddlers is the issue explored by Ewa Gacka, PhD. The author sets forth activities preventing emergence of irregularities in development of articulation addressed to infants and toddlers. The issue of pre-verbal communication development of children suffering from the Cri du Chat syndrome in the assessment of parents is the content of another paper prepared by Agnieszka Kamyk-Wawryszuk. The pre-verbal communication behaviour of children with Cri du Chat syndrome discussed by the author shows that it is

diversified; such behaviour encompasses gestures indicating what the child needs, vocalisation with the aim of provoking contact with the other person; the behaviour of daughters/ sons described by parents may provide a basis for the process of teaching pre-verbal communication. Magdalena Magierska-Krzysztoń, PhD and Magdalena Olempska-Wysocka, PhD present their own studies pertaining to linguistic competence of children with pre-lingual deafness who received implants before turning two. The aim of the study was to determine the level of linguistic competence of children with pre-lingual deafness who received cochlear implants before the second year of life, with the application of 6 Sounds Linga Test, MAIS and MUSS scale, as well as the TAPS scale.

In the subsequent article, Kornelia Czerwińska, PhD and Agnieszka Piskorska tackle the issue of teaching a foreign language to a group of blind and visually impaired students, and reviewed studies pertaining to foreign language typhlology. The studies presented in the paper offer insight into acquisition of the native language or acquisition of a foreign language by visually impaired students. Reasoning via analogies based on geometric materials in blind students is an issue discussed by Izabella Kucharczyk, PhD. The author presents results of studies pertaining to reasoning via geometric analogies of blind students aged 10, 12 and 14. The study covered a group of 63 blind and 63 fully able students. Twelve series B tables of Progressive Matrices of John C. Raven were used in the study. As noted by the author, a detailed analysis of dependencies among variables allowed for determining differences between groups of students in the area of reasoning via geometric analogies.

Elżbieta Lubińska-Kościółek, PhD and Professor Jolanta Zielińska, PhD (Pedagogical University of Krakow) discuss the issue of an adult person with hearing impairment as a recipient of art. The authors present studies on the perception of art by persons with hearing impairment, which were conducted from the perspective of special pedagogy and neuroaesthetics with the application of EEG and QEEG analysis with the use of Mitsar-EEG-202. As stressed by the authors, the results of this study proved the usefulness of the

proposed research process for the identification of new research subjects in the areas of special education.

In the next article, Professor Wanda Hajnicz, PhD (Maria Grzegorzewska University) and Iwona Konieczna, PhD show that problems of specific specialisations in the area of special education overlap or exceed the constraints of a given sub-discipline. The presented article addresses the issues related to outlining the major problems that are crucial for the lives of people suffering from a chronic illness in various areas of their functioning.

Beata Antoszevska, PhD, in her paper entitled "Auto-Interpretation of the Medical Profession: Physicians' Narratives" makes an attempt at presenting the meanings assigned by physicians to their profession. The materials collected by the author are a part of a more extensive project, which pertained to the relations between physicians and patients, reconstructed in individual narratives of physicians. The studies are closely related to the quality perspective – the interpretive paradigm.

In the last paper, Oleksandra Yehorova, PhD, presents the prospects of civic education. The author discusses theoretical aspects and significance of the broadly-understood civic education in the modern times and analyses its role, tasks, out-of-school programmes, best experiences and practices of extracurricular education in the United States in the area of civic education. The compilation ends with reports from conferences prepared by Justyna Socha and Agnieszka Nymś-Górna.

It is with greatest pleasure that I am handing over this volume of "Interdisciplinary Contexts of Special Education" to you; simultaneously, I wish to thank the authors for their efforts in sharing their findings and for inspiration for coming up with new research questions.

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