

## Introduction

In modern societies, work constituted an important component of a person's sense of self-worth, not solely a source of income, but a source of activity and development of competencies. Transformation, dynamic technological development, globalization, and the so-called consumer revolution, however, significantly influenced the changing views on work and careers, the value of work and the individual performing work, as well as the importance of education. Therefore, it can be observed that the ubiquitous progress of society and civilization has repercussions for work, as evidenced by changes in the structure of employment, as well as in the nature of human labour and the work environment. Some positions are completely eliminated, necessitating a change in qualifications, while newly created positions require employees to possess new qualifications. Therefore, the transformations of the modern world are giving rise to new professions, jobs, forms of employment, expectations for employees, and new types of careers. Without a doubt, the situation is highly influenced by the development of artificial intelligence (AI). It increasingly redefines the labour market, thereby influencing education by shifting away from the traditional model of knowledge transfer toward the development of narrow, specialized competencies, as well as the use of AI in education and work.

In the context of education, therefore, the practical use of artificial intelligence tools as a daily support becomes increasingly important, as does the promotion and development of lifelong learning competencies, as well as the acquisition of so-called micro-credentials, so that employees can continuously

adapt to the changing requirements of employers. In this case, individuals' focus on technological and soft skills (e.g. critical thinking) are gaining particular significance. This is crucial as AI increasingly takes over repetitive and routine tasks in various professions, with the professions being eliminated or their scope of duties undergoing fundamental change. Therefore, in order to fully prepare today's students and those in the labour market, the educational and further training processes must emphasize the proper and ethical use of AI and ensure the effective utilization of students' and employees' potential in developing both subject-specific and, above all, soft skills.

The themes outlined above are the focus of the empirical and overview articles included in this issue. Thus, the articles address the topic of soft skills among today's youth from the perspective of preparing them for the labour market (notable among these are the articles: *Revealing the Creative Potential of Students Through Active Learning Methods in Azerbaijan* by *Mammadova Gunel, Nigar Jafarova, Samedli Selcan*; *Professional Competences in the Labour Market: Selected Development Perspectives* by *Daria Rogowska*; and *He That Would Eat the Kernel Must Crack the Nut: Older Preschoolers' Ability to Understand the Moral Idea of the Proverb* by *Nijolė Bražienė, Daiva Malinauskienė, Asta Vaitkevičienė*), as well as innovative education that prepares students to develop these competencies, including the use of AI (articles: *Implementing Work-Integrated Learning in a Large-Enrollment Undergraduate Course: A Case Study Using the Incentivized Improvement Method (IIM)* by *Olivia Podolak Lewandowska, Moaz Shoura, Marco Agazio Sama*; *A Discourse on the Merits and Demerits of Establishing a Friendship with a Chatbot. A Discourse on the Interactions between Children and Teens with Generative Artificial Intelligence from an Educational Perspective* by *Agnieszka Dopierała*; and *Cultivating Digital Literacy: Mentorship Models for Farmers Engaging in Live Streaming and E-Commerce – Systematic Literature Review* by *Feleisha Sushane Taylor Harris, Akiva Onika Sarita La Geer-Jeremiah*). Additionally, issues related to work and work-life conflicts of contemporary individuals are addressed (articles: *Work-Life Conflict, Rumination, Procrastination, and Occupational Burnout: Psychosocial Hazards in Teachers' Work* by *Przemysław Ławrynowicz* and *Work-Home Conflict as a Challenge for Contemporary Working Societies* by *Katarzyna Nowosad*). Furthermore, there was no shortage of topics related to management, particularly human resources and public and private schools (articles: *Ethical*

Dilemmas in Strategic Human Resource Management by *Aleksy Kowalski* and Public vs Private Schools: Differences in Management Strategies and Educational Policies by *Rafał Mydłowski*).

Pursuant to the traditions of the journal, the issue also includes reviews of noteworthy publications in the field of pedagogy. These comprise a review by Bogusław Stańkowski of Giuseppe Bertagna's *La scuola al tempo del Covid. Tra spazio di esperienza ed orizzonte d'attesa* and a review by Wiktoria Darmon of *Children Should Be Seen and Heard: A Review of Metodologia badań otwarta na dzieci (Children-Inclusive Research Methodology)*.

I hope that issue 13 of the journal, now available to readers, will serve a source of inspiration for academic discussions, research and new research and scientific projects.

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