

## Introduction

Contemporary education, characterized by its rapid rate of change, is constantly being influenced by different areas of social life. These areas may have different typologies and classifications but what they have in common is a remarkable internal dynamism and complexity. When trying to unravel this intricate matter, however, it is important to not only describe it, but to also find specific trends and predict changes within it. Upbringing is necessarily connected with the social reality in which it is conducted. The very act of upbringing is a social act which takes place through the meeting of people. An attempt to describe these societal influences upon different perspectives and notions is undertaken by this edition of *Studia Paedagogica Ignatiana*.

The “Articles and Dissertations” section is opened by a text concerning the roles of religion, knowledge and spirituality in upbringing. Its author, Zbigniew Marek SJ, adopts the assumption that empirical knowledge—which dominates contemporary science—is not the sole building block available upon which we can construct our scientific theories, including pedagogical ones. The author shows other potential sources, above all spirituality and religion, as factors available to generate a normative theory of upbringing.

In the next article, entitled “The Pedagogical Imperative as an Element of Educational Strategy”, its author Andrzej M. de Tchorzewski, by means of a synthetic historical analysis, characterizes the important pedagogical categories from the point of view of pedagogical theory, i.e. rigor and educational liberalism. In a systematic manner he determines their content and meaning, showing their evolution through the history of historical and pedagogical thought. Another pedagogical category which can be read in this issue is “passion” analyzed from the perspective of work experience. This topic is taken up by Iwona Jazukiewicz in her article “Passion as an Important Dimension of Work Experience”.



In the next text, entitled “The Neglected Formation Paradigm of the Teenager”, Janusz Mastalski points to the negative effects of the civilizational changes to which contemporary youth is being subjected to, while highlighting the role of the so-called “neglected teenage formation paradigm” and including within it: teleological paradigm, limited trust, controlled independence, detoxification, etc.

A reference to Josef Tischner’s thought serves as the motif for Andrzej Ryk’s attempt to identify the pedagogical identity of space. The author addresses this issue in the article entitled “The Identity of Pedagogical Space. Between ethos and a game. Reflections upon selected elements of the thought of Josef Tischner”. For the author, the pedagogical space appears as a kind of ethos, a place of the spiritual growth of man, and the place of meeting with other human beings. In this ethos man learns to know and understand the world that surrounds him. This ethos also becomes a place to find oneself in a social space and in co-existence with others.

The next few articles focus on displaying elements of the broadly understood process of upbringing. Thus Marzena Chrost tackles the problem of the self-reflection process in the text “Reflection in Education”. The process of getting to know each other is considered by Katarzyna Wajszczyk and analyzed in terms of the effects of conflicts on the development of pupils in her paper “An Outline of Upbringing Through Conflict”. In terms of the role of conflict in the development of the personality of the student, Ewa Miśkowiec in the article “Conditions Conducive to Self-Sufficiency” presents three areas around the triad of carer–parent–teacher, who are tasked with preparing young people to embark on self-sufficiency. The text by Marcin Welenc, entitled “Gender Identity Development in the Context of Sexual Education”, which closes this part of this issue, concerns the development of sexual identity in the context of sexual education.

The next two texts are included in the section entitled “Research Reports” as they present empirical research analyzes. The first, by Marcin Warchoń, “Tourist Activity of Podkarpackie Youth as a Source of Support for Their Personal Development”, concerns the important problem of the tourist activity of youth. It was prepared on the basis of research carried out in Podkarpackie Voivodeship. The second text entitled “Sexual Self-education of Young People in Light of the Literature on the Subject and Own Research” prepared

by Ewa Rojewska on the basis of research conducted in the Zachodniopomorskie Voivodeship, raises the issue of the sexual education of young people.

The edition closes with two reviews and two conference reports. Renata Królikiewicz considers an important monograph by Andrzej Murzyn entitled *The Contemporary Philosophy of Education: Key Questions* (Krakow 2015). Bożena Sieradzka-Baziur discussed the group publication edited by E. Lewandowska-Tarasiuk, J. Łaszczyk, and B. Śliwerski, devoted to the educational work of Maria Łopatkowa, and entitled *The Pedagogy of the Heart: Emotional Upbringing in the 21st century* (Warsaw 2016). The reports included in this section cover also important—from the perspective of the whole volume—conferences devoted to the issue of mediation and social/professional integration.

In summarizing the above collection of texts, it is important to note that it is certainly not representative nor does it exhaust the subject matter of any of the issues. However, I am convinced that it may serve as an inspiration for the analysis and research undertaken in the future by our readers. If it contributes in this manner to reviving the debates and discussions involved, then it will also have fulfilled its purpose and played a part in a significant academic debate.

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