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Introduction

The categories such as a teacher, a pedagogue or an educator belong to the language of pedeutology which, for more than 120 years, has been dealing with various aspects of teachers, i.e. people who teach, bring up and carry out broadly understood educational activity among all generations, starting from children, through youth and adults, up to seniors. The very word “pedagogue” is difficult to define, because its scope and content includes all who fulfil pedagogical processes. Not so long ago, a division into professional and unprofessional teachers was made. The scope of this term is still extending due to the way of perceiving new areas of social life in which pedagogical processes which have been recognized, and those who have not been described and explained yet, play an important role. Also, people who appreciate the meaning of such processes in supporting the general development of each person are a significant part of them. This confirms the increasing level of pedagogical culture and awareness in modern societies.

Interest in a person and profession of a teacher among pedagogues themselves, even those who are not officially pedeutologists, is strongly rooted in the need to learn about the very essence of teaching, as well as about the changes in the roles and functions of teachers and candidates for teachers in dynamically changing conditions of social, economic and even political life.

In the first part of this issue of the quarterly *Studia Paedagogica Ignatiana*, you can read articles and dissertations in which the authors discuss important and valid scientific problems related to the area of contemporary pedeutology.

This part opens with the text entitled *The Teacher in the Paradigm of Personal Formation* (by Andrzej Michał de Tchorzewski), in which the author emphasizes the need to form a teacher's personality in three equally important areas: intellectual, professional and ethical. Such a concept of formation is much broader than the traditional perception of educating teachers.

In the article *Universal and Present-day Dilemmas and Paradoxes in the Life of a Creative Teacher* (by Sylwia Karolina Przewoźnik), the author claims that the role of a teacher is instructing students how to gain knowledge on their own, equipping them with various learning strategies, directing multifaceted development of their personality, and introducing them into the world of universal values. Only a creative teacher is able to shape students' rich spirituality and to develop creativity, independent and critical thinking, as well as high moral and humanist sensitivity.

Between Mission and Professionalism: Selected Contexts of Contemporary Teacher's Responsibility (by Hanna Rugała) is a text that refers to the figure of a teacher against the background of constant changes in the school and social space, along with the expectations towards teachers, their competences and professional development. The issue of a teacher's responsibility is particularly worth emphasizing, as it belongs to the ethical dimension of his/her role, function and pedagogical tasks in the changing social reality.

The article *(A)media Teacher? Teachers' Media Skills in Distance Learning* (by Marzena Janta) is the attempt to answer the question included in its title. Preparation of a teacher for e-learning is not only important due to the increased digitalization of modern life, but also due to the time of the pandemic when it becomes a difficult task both for teachers and students. A teacher with full and high media competences is, at the moment, truly needed in each school.

The second part of the journal includes two research reports. The first one, *Emotional Intelligence and Social Competences of Special School Teachers* (by Estera Twardowska-Staszek and Małgorzata Alberska), focuses on the following research question: what is the level of

emotional intelligence and social competences of the analysed teachers? According to the results, the general level of emotional intelligence and social competences of the teachers in question is average. Taking into account that the level of emotional-social competences of teachers influences the students' level of those competences in the educational process, it is recommended that candidates for teachers should already develop these skills during their university education.

Teachers' Attitude towards Educating Talented Students (by Teresa Giza) is another report in which it was assumed that teachers' attitudes help us understand their relationships with talented students. Also, they help teachers properly design their work aimed at developing students' talents. Based on the analysis of the empirical material, we can conclude that an early education teacher is to make it possible for a student to "fall in love" (the author's own expression) with the area in which the child is talented. In senior classes, a teacher becomes responsible for teaching techniques necessary for mastering particular competences within the area of a given talent.

The part entitled *Miscellanea* includes two articles: *Sensitivity as a Subject of Pedagogical Reflection* (by Iwona Jazukiewicz) and *Language in the Process of Developing Child's Emotional Sensitiveness: Empirical Study* (by Dorota Zdybel and Magda Śliwa). Both texts refer to the category of sensitivity which is very important in the process of education.

Iwona Jazukiewicz presents a theoretical reflection on the usefulness of the term "sensitivity" as an unappreciated conceptual category in pedagogical disciplines the nature of which is interdisciplinary. On the basis of the theoretical and empirical analysis, the author comes to the conclusion that shaping sensitivity in pedagogical processes is their necessary element and it facilitates building good intrapersonal and interpersonal relationships among all the entities which participate in the processes. Underestimating sensitivity or ignoring it should be perceived as a sign of a specific regress of humanity.

Dorota Zdybel and Magda Śliwa focus on the empirical cognition of a student's emotional sensitivity as an important communicative competence. The authors' analyses and conclusions lead to the statement that modern education fails to appreciate the child's emotional sensitivity, which causes a cognitive conflict expressed in the clash of different ways of experiencing the same communicative

situations. This, in turn, makes it difficult to carry out an authentic dialogue between the entities in the relationships: child–parent and student–teacher.

The Review section includes the description of the book by Anna Perkowska-Klejman *Poszukiwanie refleksyjności w edukacji. Studium teoretyczno-empiryczne* [in English: *Searching for Reflectiveness in Education: Theoretical-Empirical Study*]. Marzena Chrost, the author of the review, shows the meaning of this book for developing pedagogical knowledge of everyone who is interested in this important topic.

While inviting you to read the collection of these texts, we are aware of the fact that it is not fully representative for the topic of this journal, but still, it includes many neglected cognitive aspects within the area of modern pedeutology and some sub-disciplines of pedagogical sciences the inter- and multidisciplinary nature of which is unquestionable. We believe that the problems discussed in this issue will encourage those who are interested in upbringing, education and socialization processes, including in the person and profession of a teacher, pedagogue or educator, to carry out their own research or at least a critical reflection on the questions discussed in the texts.