

Introduction

During the ongoing COVID-19 pandemic, it has become obvious that schools, teachers and pupils find themselves in a situation that requires not only their patience, but also a completely different approach to education. There is a need to redefine education within distance or online teaching and to change its framework. Although distance and online teaching has previously taken place at the level of higher levels of formal or non-formal education, in the case of compulsory primary education it cannot be considered as a primary form or approach to pupils. Today, however, it is likely to become a common form of education for a longer period.

The distance/online form of teaching presents, in addition to the indisputable advantages, a considerable problem for both pupils and teachers daily. In this case, the much-criticized sedentary lifestyle of children associated with spending a long time in front of a computer becomes a necessity. The limits of this teaching represent both the underdeveloped digital competence of some teachers and the absence of digital technology in some households/families of some pupils. From a didactic/pedagogical point of view, there is a resignation and a loss of motivation in pupils/students to learn when online teaching takes place frontally and the use of non-other than the virtual or digital didactic means is not possible.

In this situation, the demands for family and school cooperation are also increasing, which is given a completely different quality when parents must provide their children with the necessary support, not only in material terms, but also in social and educational terms. This is how attitudes of society towards school and education are changing before our eyes. It has already become clear that contact teaching cannot be completely replaced by online teaching, and the school is not just a place to pass on “useless” information. Schools is not an institution that many have become accustomed to regarding as being out of control, tiring, and sometimes even hostile. It is the school, however, that leads pupils to work systematically in an adequate environment, sets rules and order for decent behaviour in society and teaches pupils how to get along with each other. In addition to the absence of contact teaching, teachers and pupils

must contend with restrictions on extracurricular activities. Many pupils thus face social isolation, which brings problems in both the psychological and social level.

Even if the world eventually comes to terms with the Covid-19 pandemic, a return to its initial state will not be possible. For education, this calls for changes that will be permanently reflected not only in school teaching, but also in the way future teachers are prepared for practice and in lifelong teacher education. Teachers at all levels of schools had to react very quickly and supplement their knowledge and skills in the set of their digital competences so that they could carry out the teaching in a distance form, online. The further development of teachers' digital competences is therefore accelerated. This condition becomes the subject of research, in order to identify the needs of learners and clarify the course of the educational process in online form. For these purposes, the e-Pedagogium scientific journal provides a space where research and practice can meet.

Editorial Board