

# Introduction

During the COVID-19 pandemic, hidden shortcomings as well as brand new contexts and opportunities in the educational system have emerged. Specifically, the necessity of direct contact teaching at all levels of school proved irreplaceable, despite the relation to the efforts pushing digitalisation requirement within education and society. It is clear that other forms of teaching cannot fully replace direct teaching and different methods need to be utilised. What is more, not all pupils were able to participate in online teaching despite great efforts by teachers. In cases of working with pupils with special educational needs, teaching assistants play a very important role. In this issue of our journal, among other things, the results of research focusing on distant education of Roma pupils during the closure of schools during the COVID-19 pandemic in 2020 are presented. Other texts in this issue include topics focusing on inclusive education, social pedagogy, pedagogical communication and didactics. We like to believe that most people in our society care about who and how educates our future generations. If the demands placed on individuals by contemporary society should be taken into account, the discussions on this subject, often conducted out of goodwill and with a noble purpose, but not with adequate erudition, seem highly problematic. The question is whether there is a misinterpretation of the well-known concepts of alternative schools, either intentionally or because of lack of education. Especially when there is a misunderstanding and false interpretation of the child's awareness of discipline and freedom, which is understood as a requirement of unbounded freedom for the child in all circumstances, even if children's often destructive activity endangers their surroundings, their classmates or even themselves. Similarly, in the case of teachers and educators, benevolence in education, no or very low requirements being set for the child and the absence of control of the results of their activities is presented and interpreted as an appropriate alternative approach. These efforts, however, resonate with the demands of certain groups of parents aiming at requirement-oriented school with limited or no integration of child's needs. A similar approach is in contrast with considerations of the children's success in their adulthood. We can also meet young people studying pedagogical fields who cannot think and solve simple tasks, who do not know the history

of their own country, who do not have a general overview, nor try to acquire it. They do not expect to need something like this. But, will they be able to answer the questions their pupils are going to ask them? How will they cope with their own ignorance? Will they be able to reflect upon it? How will they supplement their lack of education, which they could, but did not receive during their studies? How will those who have not responsibly prepared for their profession manage emotionally tense situations? These questions require, in addition to answers, a change in the approach to the training of future teachers and educators. Teachers and educators who will be able to answer not only children's questions, but also explain to parents and the society the necessity of quality education rich and meaningful life in future. Teachers and educators who will defend the need for school education, schools as workshops of humanity, schools as places for life both now and in future.

Editors