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Introduction

Wprowadzenie

The present issue of "Annales UMCS. Sectio N – Educatio Nova" mainly concerns the topic of interpersonal relations, which in subsequent articles refers to various spheres of human activity. The problems that can be encountered in the process of building relations are discussed by individual authors not only on global levels, such as education, media or language, but also on the example of individual and specific life situations, such as illness, disability, adultery, misfortunes. There are also many references to the COVID-19 pandemic as a phenomenon that exacerbates the weakening of ties between people on such a large scale that the global (social isolation) meets the local (personal dramas and breakdowns). In each of these cases, the relations between one person and another naturally has different dimensions and courses, yet the legitimacy and need for human relations are always foregrounded and appreciated.

The first part, entitled "Interpersonal Relations – in Search of Lasting Bonds", opens with an article by Barbara Myrdzik. Treating school as a space for building community relations, the researcher takes up the issue of rebuilding ties among young people. She also argues that these relations have recently been weakened by isolation caused by the COVID-19 pandemic and the socio-cultural crisis. The author bases her reflections on the educational concept of Hans-Georg Gadamer and focuses them on such concepts as hermeneutics, understanding, dialogue, etc. She shares the conviction that in interpersonal relations the process of understanding is the most important factor. The point is to build a bridge between young people and their school upbringing and education, as well as to run school

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education by teaching asking questions, not giving ready-made answers, and in this way to develop, as she writes, the "virtues" of communal life.

Equally general issues can be found in Keiji Sato's article, where interpersonal relations take on an institutional dimension and become a derivative of geopolitical conditions. Recalling the example of the Pridnestrovian Moldavian Republic (Transnistria) and the extremely excessive interference of its self-proclaimed government of the Moldavian Republic of Transnistria in the educational system there, the researcher lists dysfunctional relations between universities and government circles and considers alternative ways of providing a better educational environment for children and youth in the Transnistrian Republic. As he states, the political conflict between Moldova and Transnistria creates serious disadvantages in the scientific career path of young people, disrupting their natural and desirable relations with the rest of the democratic world.

A narrower research perspective is adopted by Dorota Aydoğdu in her article on coming to terms with aging, or, as she puts it, on taming aging. Throughout her contribution she keeps on aiming at the conclusion that people can age more satisfactorily, that there is a "choice" of an optimal and conscious way of aging, and that the key to this optimization is a healthy mind, a healthy body and a healthy spirit. She reaches these generalisations by having answered positively the questions such as whether the aging of the society can be accompanied by good physical health, a satisfactory level of intellectual condition and a lasting sense of well-being, and whether we currently have tools to improve the quality of aging and foster the well-being of an elderly person.

Another, this time local, dimension of interpersonal relations is provided by Małgorzata Gajak-Toczek. Her article places them in the context of disability, as she depicts the life of a boy with a deformed face and focuses her research attention on his relations with his parents, sister, and peer group. The problem here is both the importance of family support and the change in the peers' attitude, ranging from stereotypical thinking to an open and empathetic frame of mind towards the needs of the Other.

Similarly subtle and sensitive is the subject of research by Vadym Kobylchenko and Iryna Omelchenko. These researchers pose questions characteristic of special education, concerning the shaping of social perception already in the preschool period. The article summarizes the results of research on the dispositional component of social perception in the context of how a child with infantile cerebral palsy can possibly interact with and relate to other family members. The authors state that for preschoolers with cerebral palsy, the factor shaping relations (attitudes) with other people is the family and it is the family that is their reference group.

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The article by Iryna Durkalevych is aimed at people who are interested in analyzing the impact of an individual's life experiences resulting from social changes caused by the COVID-19 pandemic. The author analyzes the narrative texts and establishes a preliminary typology of risk factors and mental health protection measures for a sample population of pedagogy female students. The examination of the respondents' narrative texts shows that forced social isolation leads to a disturbance of relational needs and negative emotional states characteristic of female students in early and middle adulthood.

Covid references can also be found in the study by Ewa Głażewska's, where the topic of social distance is related to and, in fact, equated with determinants of spatial relations. Among others, the author analyzes about 200 covid masks, to finally encourage not only to keep a safe distance in interpersonal relations, but also to "warm up" the meaning of the term itself ("social distancing"), which projects negative connotations of separation and alienation.

Interpersonal relations can also translate into an identity problem. Ivana Pondelíková and Tatiana Tökölyová put their reflections in the context of the outbreak of the pandemic and the year 2020. It turned out then how important it is to build (and preserve) identity in education, this time identity having its digital dimension and consisting in flexibility and adaptability. With regard to education, these two desirable attitudes mean taking into account the needs of Generation Z, placing the student at the center of the teaching/learning process, reducing the teacher's role to that of a tutor or a coach, and giving the entire teaching process the characteristics of learning through experience. In this context, the researchers present proven solutions with regard to hybrid and online modes of learning, all of which build digital identity and, through that, strengthen relations that positively condition teaching and learning.

In Amri Kais' proposal, interpersonal relations take the form of an aggressive discourse between the characters of Molière's comedy. The carrier of the relations are therefore the characters' utterances which determine the subject of the dispute and/or reverse the existing relations of domination and advantage. The threat to true and sincere ties is in any case the third party (e.g., a jealous husband), and it is them who, by claiming their rights, put the newly formed relations (relationships) to the test. Because they are built in confrontational situations, they begin to play a cathartic role and allow the weak to stand up against the strong.

Comedies are a source of material and reflection also for Beata Strzępek-Leśniak. In her article, she writes about interpersonal relations in the 18th century on the basis of selected Polish comedies of the Enlightenment era, with particular emphasis on the image of the so-called "fashionable wives". These have surrendered

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to a bitter and materialistic world and abandoned their superior life values. In this context, interpersonal relations, including marital relationships, resemble business transactions rather than an expression of feelings and emotional needs.

Danuta Krzyżyk deals with the negative side of interpersonal relations. In the context of changes taking place in the Polish language, she discusses the results of her empirical research on verbal aggression and communication of exclusion at school. The researcher identifies and then presents teachers' linguistic aggressive behaviors that were revealed in their conversations with pupils during lessons/classes and during the breaks.

An incredibly complex relations problem is found by Pierre Suzanne Eyenga Onana in Kama Kamanda's novel *Far from the Shores of Destiny*. Kamanda aestheticizes alternative marriage relationships in a West African culture where literary works typically describe a woman as a victim of a prenatal covenant. The role of a woman which the researcher invokes makes a woman a hero of a rebellion, with this rebellion consisting in her infidelity and double relationship with her husband and lover.

In the second part of this issue, entitled "Teaching Problems and Applications", there are many voices and reflections on didactic problems and solutions. Even if some of them are purely analytical considerations, the reader can easily relate them to the practice of teaching or to selected elements and skills of the native or foreign language teaching.

Nicolò Calpestrati discusses the morpho-syntactic strategies that can be seen in German in the process of building a lexicon of the basic colour terms. The author focuses on yellow, red, green and grey as well as their shades. After conducting a survey, he concludes that German speakers prefer the use of simple adjectives and their compounds, rather than, for example, derivations and morphological compounds.

Guided by syntactic parameters in his research, Patrizio Malloggi proposes to measure the (proto)typicality of German prepositions by means of a scale of "prepositionality", from the most prototypical via less prototypical to untypical ones. In his analysis, he presents an original classification of German prepositions with the intention of using it in teaching/learning German as a foreign language.

Anne-Marie Dionne focuses her research attention on expressing emotions in children's literature. Having compared albums containing only anthropomorphized animals with albums where the characters are purely human, she comes to the conclusion that the former have fewer textual descriptions of emotions and that there is less of a correspondence between the text and the pictures. As she sees that, for the sake of supporting young children's understanding of emotions, it is albums with human figures that should be recommended and appreciated.

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Dorota Karkut reviews two monographs on reading practice and reading strategies. In her research, she is guided by the assumption that in order to meet the expectations of the modern school what is required is proposals that inspire both teachers and students, and this entails their being able to work with and on literary texts as well as being prepared and open to the postmodern multidimensionality of reading perspectives.

Magdalena Marzec-Jóźwicka also refers to the issue of reading, this time in the dimension of learning to read by children. The researcher admits that she conducts her analysis from the perspective of a mother who watches her daughter learn to read and helps her improve this important skill. In the methodological sense, the author presents various solutions, e.g. reading using the syllable method, reading with the use of TAC system (Think – Arrange – Check), model reading aloud, etc., all designated to be an efficient, natural and everyday reading practice, giving pleasure and stimulating the child's imagination.

There is no doubt that the ability to read is closely related to the question of interpretation of that which is being read, which is why Sandra Kaszubowska reflects on the pupils' reception of Adam Mickiewicz's *Pan Tadeusz*. The results of the survey conducted in primary and secondary schools prove that the respondents reinterpret the values presented in *Pan Tadeusz* and depart from any expected interpretations of how the behavior of Mickiewicz's literary characters can typically be judged. The condition for reviving the classics in the school space may, therefore, include consent to non-stereotypical creative work fueled by pupils' opinions, judgments and reflections.

The third part of the issue is entitled "Rhetoric, Interpretation, Education". It opens with a study by Kinga Wyskiel, who identifies and examines both utopianism and rhetoric measures in selected articles published in the 1975–1985 issues of "Świat Młodych". The author presents how the way of formulating press releases corresponds to, if not just matches, the propaganda aims of the magazine's editorial staff.

Ewelina Zygan offers a philosophical commentary in a polemic with Olga Tokarczuk, regarding the interpretation of *Moomin Stories*. While Tokarczuk relates to them from the perspective of depth psychology and proposes a reductionist and deterministic approach, the author of the article sees them as an existential base.

Anita Gis presents reviews of two books that constitute an important contribution to the discussion about today's education. As she concludes, both publications of her choice aim not only to deepen the didactic knowledge, but also to demonstrate the need to change the way of thinking about education today.

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The purpose of Artur Timofiejew's article is to answer the question why Jacek Idzi Przybylski (1756–1819) should be included in the group of pre-romantic "young" poets who happened to be the object of criticism in Franciszek Morawski's satire *Nowy Parnas* (1818). Such a thesis is justified once Morawski's ambivalent literary views have been reconstructed. So, if in *Nowy Parnas* Morawski assigns Przybylski the role of a classic for the "young", it may be a criticism of their distorted good taste and impurity of literary expression. At the same time, this does not exclude the possibility that, despite their linguistic imperfection, the works of the "young" have avoided intellectual and formal shallowness.

Summing up, it should be said that in the current issue of "Annales UMCS. Sectio N – Educatio Nova" there is a lot of that which education consists in and results in – interpersonal relations, general theoretical reflections, didactic applications, problems of upbringing and education.

We wish you a pleasant reading!

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