

Editorial

The last copy of the 125th year of publication of the main Slovene journal for the area of education, which first used to be published under the name the Popotnik (the Traveller) and in the last 60 years as the *Sodobna pedagogika* (the Journal of Contemporary Pedagogy), provides an extraordinary variety of topics, presenting the contents of present research endeavours in the area of education. This copy intentionally does not have a so-called central topic, following the idea of bilingual copies in order to represent achievements and situations in the area of pedagogics to local readers as well as to English speaking readers.

Nevertheless, the articles in this copy can be divided into a few complexes whose common denominator remains the care for increasing the efficiency and quality of work in educational institutions.

The first complex treats work in primary schools, especially the relations problems between school and parents. The text, treating the partnership between teachers and parents, reveals that the main motive for the cooperation is mostly children's feelings at school and relations between children in the class, which indicates the existence of parents' care and their sense of responsibility for educational efficiency of primary school. On the other hand, the data show also an increasing need for parents' cooperation and help in pupils' learning work. This demands a suitable qualification for cooperation of parents as well as teachers, who can plan their work by including also parents' cooperation. However, there is an open question what such work planning means to children whose parents are less educated. According to the research findings, these parents feel less competent to help their children. This is the reason why the need for qualifying parents and teachers for a suitable cooperation and creation of conditions of school's educational and learning efficiency is even greater. Thus, the data from other national spaces are being proved in the Slovene pattern. According to these data, the appropriate parents' inclusion provides concrete results also in the area of learning success. A suitable family environment remains the most significant supporter of the individual's optimal development, to which we should pay more research and educational attention.

The following article is also a part of the same empirical research, in which the woman author analyses how teachers and parents see each other. Based on the empirical data, she concludes that teachers and parents do not attribute sufficient competence to each other, which is the condition of accepting each other as partners in their common endeavours. Since the research is about finding out the interviewees' opinions, the actual (mis)trust between both groups can be considered only indirectly. Based on the teachers' opinions whether parents can be parents, we can indirectly conclude if there is the lack of trust between parents and teachers. Similarly, a lower degree of education does not tell us anything about the experience that less educated parents had with their teachers, when they were included into education. Nevertheless, we can agree

with the woman author that mutual trust is a condition for a suitable cooperation and that parents should be attributed a more important role in solving problems, which arise from common work, when educating children.

The third published article is also connected to the described problems. The women authors research the role of kindergarten and family environment as a predictor of children's speaking competence. This research also points at the extraordinary parents' role, this time regarding children's speech development. The women authors state that parents' education and family environment, together with sex and intelligence, are a significant predictor of children's speaking competence. Therefore, it is reconfirmed that, the same as in the first two articles, parents and family environment are of extreme importance for children's development.

The second complex of articles deals with the area of vocational and technical education and training. It treats the study of this segment of the educational system from two points of view: its contribution to the justice and social inclusion as well as legitimacy of education in connection to the processes of vocational socialisation. The group of authors illuminated activities and trends in the area of vocational and technical education and training in Slovenia. From the profusely documented analysis, it can be found out that in Slovenia as well as in other comparable countries, this segment of education is increasingly less attractive and that the registration index into the programs of vocational and technical education is decreasing. Even more worrying is the finding that those who finish the secondary vocational education, passing their vocational Matura show a great interest in further education. A lot of them actually do continue their education at the tertiary level. The system certainly enables such continuation. Transitions from vocational direction into the general one are possible also after finished secondary vocational level, either so that vocational secondary school graduates pass the general Matura or by passing another additional subject from the general Matura. However, they do not equal to grammar school graduates, but they are able to continue their education in the university programs, providing such a possibility. It is evident that educational currents are influenced by other non-school factors, mainly social reputation of vocations and pay policy, which clearly favour professions at the tertiary level. Since the problems are complex, the authors do offer several measures, which may lead to the change of currents and to the revalorisation, consequently increasing the attraction of vocational education. Between these factors, there is an outstanding suggestion for a bigger program flexibility, which could be, according to the authors' opinion, enabled by a unified vocational school.

The text, treating vocational education and the legitimacy of education in vocational education, is in the light of the previous article even more interesting, since it interferes with the question of the internationality of the socialization process in vocational education. It rejects the orientation where vocational education is in a way covered with substitutional expressions, such as vocational socialization or socialization (instead of educational) objectives. Certainly, such a change requires a deep reflection on the aims of this education segment, espe-

cially social inclusion and on ethics and vocational values, which are specific for a particular vocational environment. Therefore, a constant attention is required to this socially curtailed population, included into vocational education. With planned educational work, it should not get even more marginal. It is by means of vocational education that this population is supposed to develop a suitable (vocational) identity and thus its own social promotion.

The last complex of articles is, concerning contents, more varied. The first article is of methodological nature, pointing at the importance of triangulation for ensuring the quality of research findings of qualitative research. Since qualitative research is increasingly included in researches of education in Slovenia and the trust in qualitative methodology is still little, due to frequent simplifications in the frame of methodological approach, triangulation, treated in the article, represents the approach to the increasing trust, as well as a methodological guidance for the researchers, employing qualitative methodology.

The next article deals with the terminological and consequently conceptual question of museum pedagogy, pointing out problems regarding this expression, which has been nevertheless in use for a long time in our country as well as in the international space. The article is especially interesting because it shows that semantic undefining cannot be solved by means of etymological analysis of employed words, but only by thoroughly defining the concept itself, in our case – the concept of museum pedagogy. From this point of view, it can be understood also as an article for an international discussion or for the conceptualisation of museum pedagogy.

The last article in this copy researches authority, treating its role in the educational concept of public school. By means of the concepts of theoretical psychoanalysis, it studies the mechanisms of establishing authority, its role as well as its functions in establishing Ideal self. The article reveals that for the educational efficiency of school, pupils have to be placed into the social net, based on clear rules, defined beforehand, which cannot be arbitrarily adapted. This can be reached only by mutual coordination and agreements, engaging all participants in the educational process.

Although the copy, as we have already said, is not thematic, it is possible to identify the common section of the published texts. They all focus on the existing situation in education, illuminating it by means of a proper scientific discourse and solving conceptual dilemmas. Besides, they implement and explain methodological approaches, which provide the reflexion of the existing pedagogical practice in national and international space.

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