

Editorial

Dear readers,

At the beginning of the process of this monothematic issue of the journal *Caritas et Veritas* was an international conference with the same title, which took place in the autumn of 2018 at the Theology Faculty of the University of South Bohemia. In this issue, some of the presented papers appear. They deal with the issue of Literature as a Means of School Education and Leisure Time Education (*Literatury jako prostředku školní edukace a výchovy ve volném čase*). The range of contributions has been newly enriched with other views of academics. These are equally based on the modern perception of literature and literary education and reflect the current pedagogical trends and development trends of society affecting education through literature, education towards literature, and education towards reading.

The need to read develops slowly and grows gradually, so, in today's overly-technological world, it is necessary to look for new ways to purposefully lead and motivate children and young people to read not only in the school environment but also in their free time. Reading is a necessary prerequisite for a successful professional, social, and personal life.

In the introduction, there are the words of one of our leading experts in the field of Spanish and Hispanic American literature, Associate Professor Dr Hedvika Vydrová who is a holder of the Spanish Order of Isabella the Catholic for spreading Hispanic culture and has extensive experience as a translator and editor. I admit that addressing Associate Professor Dr Hedvika Vydrová was a completely spontaneous and, at the same time, justified step on my part. She accompanied me during my doctoral studies, and I have had the opportunity to work with her several times. She is a lifelong role model for me, not only professionally but also in a personal sense. The interview with Associate Professor Vydrová enriches our view of the current state of literature and literary education, as literature has become her lifelong mission.

The core consists of six studies that help to uncover the possibilities and reality of the process of school literary education and literary education in free time. The first of the papers, devoted to the free time dimension of literary education in the 21st century, suggests a way how to face the dominant pressure of technology through a return to the printed word and critical thinking. It captures the current state of school literary education and focuses on specific features of literary education in free time. The author understands it as a functional supplement to school education which can significantly contribute to the comprehensive development of personality not only during compulsory schooling but throughout human life. G. Šarníková's study is based on qualitative research which focuses on the use of a philosophical text in extracurricular activities in the context of the personal and social development of children of younger school age. The research shows that the implementation of the concept of philosophy for children associated with an intersecting theme in a given type of non-formal education (after-school activity) is a key element that could enrich the educational process. The field of religious and literary education is revealed by T. C. Havel who focuses on the complementarity of religion

and fairy tales. His paper is based on the genre of the classic fairy tale. He uses it to present a religious pedagogical discourse which is not very common in the Czech environment. The text by L. Jeník refers to the always up-to-date significance of ancient tragedies. One can see a well of suitable topics for the field of education in them. It focuses on the issue of finding the essence of human (tragic) nature in Aeschylus' ancient tragedy *Oresteia*. The last two papers focus on authorial reading. J. Nota reveals the circumstances of the origin of the discipline, its inclusion in the teaching in a particular primary school, and the experience gained during his eight years of practice. Authorial reading is, just like the practice of essay writing, understood as a suitable alternative in the process of key competencies development. The view of authorial reading as a phenomenon of personal education is provided by the contribution of S. Suda. In it, the author presents a comparative study of written self-reflections of students of authorial reading, the categorisation of self-reflections from the point of view of personality setting which concerns acting in unexpected situations, and a study of aspects of authorial work.

The Varia section offers two contributions – a collective study by A. Mojžíšová, D. Dvořáčková and M. Barták which focuses on the issue of community housing for the elderly as a source of social support and prevention of social exclusion and text by Y. Vintoniv entitled *Godforsakenness: Is Christian Unbelief Possible?* The aim of the first text, dealing with community housing for the elderly, is to describe the advantages and disadvantages of the concept from the point of view of the residents. It is done on the basis of research into semi-structured interviews conducted in centres in selected foreign countries. The latter foreign language text deals with the phenomenon of separation from God from a philosophical and theological perspective. It compares the concepts of this experience (a key element in the search for authentic faith) from the perspective of A. Camus and C. S. Lewis.

I wish you an enjoyable and enriching time while reading the new issue of the journal.

Helena Zbudilová

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