

Editorial

The Role of Education for the Development of Personal, Professional, and Civic Life in the 21st Century

The second monothematic issue of *Caritas et Veritas* in 2023 focuses on the phenomenon of education and training in the 21st century in the perspective of the development of knowledge, skills, and attitudes useful in personal, professional, and civically responsible life. The theme opens a space for reflection on the current needs and new challenges for the field of education and training in the third millennium. The authors of the contributions bring diverse themes and new perspectives for reflection. The choice of published topics corresponds to the original intention to present current potential educational approaches and pillars of education and training in broader modern educational dimensions in their diversity of content. The authors of all the presented texts are united by the awareness of the fundamental importance of a holistic approach to the human personality and the necessity of its balanced development in the physical, cognitive, emotional, social, and spiritual dimensions.

For the initial interview I approached my colleague from Slovakia, Assoc. Prof. PaedDr. Martina Kosturková, Ph.D., with whom I had the opportunity to collaborate in the years 2020-2022 within the framework of two international projects. We shared a common interest in the development of critical, creative, and engaged thinking. My colleague's main focus is on the integration of critical and moral thinking. The educational paradigm of the 21st century enriches the conversation with a number of moments. Assoc. Prof. Kosturkova sees a fundamental problem in the fact that we are still unable to systematically promote a creatively humanistic model of education. According to her, the most pressing challenge of our time is the education of the person focused on building a just society on the basis of his own fully developed moral responsibility.

The core of the issue consists of four studies that contribute to uncovering the reality and possibilities of the educational process of our time. The first is S. Suda's contribution which is devoted to scholé from the perspective of students of pedagogy at the University of South Bohemia in České Budějovice. Four authors, H. Vasianovych, O. Budnyk, Y. Melnyk, and K. Fomin develop the area of spiritual education in their study. They conclude that one of the important tasks of contemporary pedagogical activity is to develop a high level of spirituality in the pupil. In this context, they focus on the phenomenon of the teacher as a subject of spiritual development of adolescents. H. Zbudilova's study regards a reflection on M. Scheler's thought legacy (not only) for the field of contemporary leisure pedagogy. The most important factor of the educational process is found in the development of the individual's *ordo amoris*. The key role of pedagogy is seen in the affective educational level. The phenomenon of spirituality and religiosity of Slovak adolescents in the current context of radicalisation is investigated jointly by D. Maximov and S. Lovašová. Theoretical anchoring is accompanied by quantitative research on the relationships between spirituality, religiosity, family relationships, and adolescent radicalisation.

The *Varia* section offers two contributions. J. Hábl discusses how J. A. Komenský realised his

consoling intention in his work *The Labyrinth of the World and the Paradise of the Heart*. Using a descriptive-analytical approach, the author shows how this work of world significance is comforting. The second of the studies in the *Varia* section comes from the pen of M. P. Maia Ferreira. It deals with a narrative inquiry into the professional identity of teachers. The basis of the qualitative research investigation was autobiographical narrative (telling stories of lived experiences).

I wish you a pleasant and enriching time reading this issue of the journal.

Helena Zbudilova
co-editor, member of the editorial board of *Caritas et Veritas*