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*From the Editorial Office!*

## AROUND THE PEDAGOGICAL THOUGHT

Eugeniusz Moczuk

### **Thomas S. Kuhn, the concept of "puzzle solving" as the subject of methodological analysis of social phenomena**

**Abstract:** There has been a growing interest in scientific theory recently. It is attributable to the fact that processes considered hallmarks of a science crisis have been identified in the social sciences. Admittedly, the term “third sociology” has been coined in the field of sociology to indicate that modern sociology is distinct from that of its founders and successors, as well as from the sociology of the first half of the 20th century. The two decades of the 21st century, however, show that science should also take into account the new scientific paradigms associated with the existence of Artificial Intelligence.

One of the representatives of science who was influential in the formation of the new scientific paradigm is Thomas S. Kuhn, who introduced the term “puzzle solving”, meaning the search for new scientific perspectives, theories, and models that would enable more effective explanation of scientific field facts and phenomena. This concept can be used in the methodological analysis of social phenomena, leveraging the achievements of 21st-century science and increasing the importance of research methodology. With this concept, selected scientific terms can be analyzed, using a qualitative research method called *Scoping Review*, consisting of a systematic review of the literature in a given field, which is an Internet resource (e.g., Google, Google Scholar, PubMed, Scopus, Web of Science and others) “mapping technique” used to explore the relevant literature on a given topic.

**Keywords:** Thomas S. Kuhn, research methodology, scientific paradigm, “puzzle solving” concept

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Przemysław P. Grzybowski

### **Laughter as a factor of improving the quality of life in crisis situations**

**Abstract:** This article is a contribution to reflection on laughter in crisis situations considered in individual and collective (social) contexts. Particular attention was paid here to the community-creating function of laughter and its contribution to improving the quality of life. Laughter is described here as a physiological and socio-cultural phenomenon and as a basis for shaping laughter cultures and laughter communities. The author emphasizes in particular the function of the so-called people of laughter who, in situations related to crises, improve the quality of life of others by making them laugh, in order to relieve tension and improve the quality of life of people involved in a crisis. The article also contains the characteristics of laughter therapy, which is one of the means of preventing crises.

**Keywords:** laughter, crisis, quality of life, education, pedagogy

## **PROBLEMS OF SPECIAL PEDAGOGY**

**Teresa Soltysiak, pr. Mariusz Zbieranek**

### **A note of history in a wide range of interventions – socialization, prevention, revalidation and resocialization**

**Abstract:** The study focuses on directing the activities of wards, including parishioners, in the following interactions: socialization, prevention, revalidation, and rehabilitation. These interactions can be carried out in multiple forms, methods, and ways to direct ward activity. Included in these interactions are multiple relieving and activating activities, with opportunities to incorporate elements of history. The goals, functions, and tasks of the following interactions are presented: socialization, prevention, revalidation, and rehabilitation. The duties, responsibilities, and principles that should guide those who conduct classes, and the effects of such implementation of classes in practical activities, are shown.

**Keywords:** socialization, prevention, revalidation, resocialization

## **THEORY AND PRACICE OF SOCIAL WORK**

**Urszula Kempieńska, Jan A. Malinowski**

### **Occupational therapy and its implementers – from French solutions with references to Polish experiences**

**Abstract:** Activity is the central concept of occupational therapy, which is based on the principle that man is the essence of action and that actions can be used to improve health. In France, it is emphasized that the occupational therapist profession, which was originally associated with health care facilities, is gradually becoming part of other spaces: medical, social and educational. It offers its services to a growing number of people, as exemplified by children with learning disabilities. An occupational therapist works with people with disabilities to help them regain maximum autonomy. The purpose of this study, which has the character of a review article, is to show the work of an occupational therapist in France and the requirements imposed on him, as well as working conditions. Based on this information, the authors of the article formulate some reflections on the situation in this area in Poland.

**Keywords:** occupational therapy, occupational therapy in France, occupational therapist, occupational therapy tasks, occupational therapist qualifications

## **EDUCATION AND SOCIALIZATION METHODS**

**Mariola Palka-Pilecka**

### **A personalistic approach to the teacher – student therapeutic relationship**

**Abstract:** Therapy, as a relatively new pedagogical category, has also entered schools in the form of specialist classes, e.g., pedagogical therapy for students with learning difficulties conducted by qualified teachers. This new category directs attention to the relationship between a teacher and a particular student. The aim of this paper is to reflect on two aspects of this issue: the personal relationship that encourages a person's potential and motivation to undertake effort in order to develop, and the content-task relationship whose aim is to build a scaffolding to aid

students' thinking and acting while solving tasks and acquiring skills. Both aspects are relational.

The conclusion emphasises that the category of therapeutic relation in schools indicates a new context for the teacher-student relationship, also in a teaching-educational situation, that enhances the student's subjectivity and individual development and educational needs.

**Keywords:** pedagogical therapy, therapeutical relationship, personal relationship, task-based relationship

## **PRE-SCHOOL EDUCATION**

**Krystyna Żuchelkowska**

### **Education for peace in preschool education**

**Abstract:** Education for peace is an important task in the education of a young child. Therefore, it is fully reflected in the program's assumptions and the kindergarten's daily work. The implementation of this idea in preschool education is possible thanks to an integrated system of educational and didactic work relating to all spheres of the child's personality. Art plays a special role in this process due to its extraordinary power to influence the child.

**Keywords:** education for peace, word peace, preschool education, the idea of education for peace

## **OLD & NEW READINGS**

**Tomasz Różański**

### **Tourist activity of older people and their quality of life**

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