

Editorial (Od Redakcji)

It is a great pleasure for us to present you with the latest, eighth issue of the “Educational Transactional Analysis Journal”. At the beginning it is worth emphasising that our Journal was appreciated by reviewers and qualified for the ministerial programme Support for Scientific Journals. Due to that fact, it can be found on the current list of scientific journals of the Ministry of Science and Higher Education and each author obtains twenty points for their publication in this journal. The support programme offered us means for the journal development and we spare no effort to improve its subject matter value and enlarge its availability and range. One of the most important challenges is the aim to internationalise the “Educational Transactional Analysis Journal”. Due to that fact, English has become a preferred language of publication and in this issue more than half of the texts are in this language. We hope that it shall help to promote the Journal among foreign readers and authors. Moreover, the Scientific Council and a group of our Reviewers keep growing. Recently, these both groups were enriched by distinguished scientists from national and foreign scientific centres.

Similarly to previous issues, this one comprises articles divided into several thematic sections. The first one refers to the foundations of educational transactional analysis, showing possibilities to use the concept in the area of widely-understood education. It is led by a very interesting article in English by A. Pierzchała, devoted to her programme “The Little Professor University.” The author uses the concept of transactional analysis to develop social skills of pre-school and early-school children in one kindergarten and one primary school in Sosnowiec. A. Pierzchała focuses in particular on developing autonomy in participants’ functioning and preventing their use of passive strategies the way they are understood by TA. The next text by A. Szekięda and B. Przybylski is devoted to an interesting and important issue of interpersonal games in teacher-school principal relations. The section is closed by S. Kania’s article that regards the issue of preventing risky behaviours of children and adolescents from the perspective of script development in school culture.

The second section is devoted to a broader use of the concept of transactional analysis, going beyond the area of education. Its first, very interesting article was written by A. Woś-Szymanowska and entitled *Na przekór zakazom – o przekornej decyzji w odpowiedzi na zakaz* [Against injunctive messages – about defiant decision in response to injunctive message]. In her work, the author combines the area of her scientific activity with practical experiences. Hence, her point of view is very precious as it is based to a large extent on her experience of working as a consultant, psychologist and trainer working at the border of business and psy-

chology. The next article is devoted to the issue of contracting in oral interpreting. The author, J. Woroch, could largely rely on her own experience as she is a certified interpreter and takes part in trainings concerning the area of transactional analysis in this role. The section is closed by Z. Łęski's article in English, looking at the issue of Big Data technology and the opportunities it offers for educational transactional analysis.

The third section comprises articles presenting research conducted by their authors and conclusions deriving from them. It is the biggest section as research explorations are what is most important for the development of each concept. All four articles published in this section are written in English. With the help of Big Data technology and the concept of transactional analysis, Z. Wieczorek looks at the issue of depression. I. Kovalčíková and J. Miecznik-Warda present interesting research findings concerning cognitive capacities of students. E. Widawska and A. Reifland present to the readers the method of corrective community and its role in developing social skills. The section finishes with an article by A. Sarnat-Ciastko who takes a look at life positions of seventh graders attending primary school. It is worth emphasising that her research was conducted within the frames of a Polish nation-wide project *To raise a smart man*. The analysis presented in the article, as the author writes, is an added value to the whole project.

The fourth section is *transactional analysis against the background of other psychopedagogical trends*, where you can find the fourth article from a series of publications by J. Jagieła, treating the subject of *Psychopedagogy of self-fulfilment and autonomy – relations between humanistic concepts and educational transactional analysis*. It also included an article by K. Nowak who looks for relations – similarities and differences – between transactional analysis and psychoanalysis.

The section *On the border* is devoted to articles which are not directly linked with the concept of transactional analysis, but contribute to its development in some way. This time we find here an article by O. Medvid and S. Podolkova showing the role of an essay as a form of academic writing. The text includes an introduction by Z. Wieczorek, which places the topic within the perspective of transactional analysis.

This issue also contains reviews and the section *Reading TAJ*.

As we can see, the variety of texts in this issue shall be food for thought. Thus, we invite you to read. We hope that this journal will provide you with new information and become a source of inspiration both for your scientific research and practical activity.

At the end, I would like to invite you to submit your texts for the next issue of the "Educational Transactional Analysis Journal".

Editor