

## Editorial

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There are various researchers and professionals who try to develop educational programmes in order to make the educational process in preschools and elementary schools more effective. Some of the educational programmes are written by the institution or ministry of education of particular country. However, beside the state educational program, a school can use an educational program written by another source. Such programmes use different learning processes as compared to traditional education. Several educational programmes are focused on different educational subjects as well as stemming from different educational philosophies.

The tenth number of the *Multidisciplinary Journal of School Education* is devoted to the topic *Educational Programmes for Preschool and Elementary School Children, the Opportunities to Realize them for the Effectiveness of Education*. Seven authors have tried to tackle the subject matter from diverse perspectives.

In the first article *Eva Zezulková* and *Martin Kaleja* present the problems of reader literacy within the context of communication competence. They deal with the preparedness of primary school pupils to use reading as a tool of knowledge.

The study written by *Eva Vanousová* deals with the possibilities of speech therapy stimulation in children with postponed school attendance. The author presents a study aimed at the quantification and comparison of the level of phonological abilities in the studied group of 20 children before and after the training.

The aim of the paper written by *Beata Akimjaková* is to handle the issue of the educational programs of Religious Education for preschool children in Slovakia, at both a theoretical and methodological level. The author suggests the objectives and content of Religious Education and she briefly addresses the methods and methodological suggestions for practice in nursery schools.

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The next article is focused on visual art in nursery school. The authors *Ivana Rochovská* and *Dagmar Krupová* intended their article mainly as an illustration of a proposed educational programme for preschool children entitled *Artists in Nursery School*. They emphasise the importance of the implementation of visual art in pre-primary education.

*Božena Švábová* aimed in her paper to outline creative drama as an educational method. The author focuses on a dramatization and role-play, which enable a child to obtain knowledge and skills through personal, emotional and practical experience.

*Jozef Liba* discusses possible ways in his article of the systematic implementation of intervention programmes designed for the development of health-related knowledge and skills. The programmes are focused on Roma pupils and the author poses the question: Can a programme of pro-health intervention significantly improve the level of knowledge of Roma pupils about health and a healthy life-style?

Finally, two reviews are published in the journal. The newly published book *Artists in Nursery School* is reviewed by *Beáta Akimjaková* who also reviewed the text for the publisher and she shares her impression just before it goes to print and is shipped to stores.

*Marta Oravcová* analyses the book on Jesus' beatitudes written by *František Trstenský* in her review, its author being one of the best and most famous biblical scholars in Slovakia.

As you can see, the authors of separate articles have tried to show the issue of educational programmes for children from multiple perspectives. Of course, the topic cannot be exhausted within one number of the journal and the authors refer to various sources of biography related to the topic. However, they certainly suggest inspiring ways as to how the problems dealing with educational programmes for children can be solved.

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