Grounds of education. Interdisciplinary approach

Feel free to submit your articles in the academic year of 2017/2018 to another volume entitled "*Grounds of education. Interdisciplinary approach*". The concept that structures the new volume is an invitation to a discussion focusing on educational phenomena, where the positions of representatives from various scientific disciplines will be presented. Volume 11 is to be an interdisciplinary space for the exchange of ideas, beliefs, reflections, experiences, or the own research results and the drawn conclusions. Therefore, I intend to create this volume together with researchers, theoreticians and practitioners who are interested in an integral/comprehensive analysis of educational phenomena/practice, who are willing to solve numerous complex problems, build the identity of pedagogy from the perspective of various scientific disciplines, including philosophy, sociology, psychology, cultural anthropology, art, law, or economics. Interdisciplinarity means the tightening of boundaries between sciences in order to obtain a full description and interpretation. The researchers are required to adopt a transgressive approach and broaden the scope of their research in order to cross the disciplinary boundaries. Interdisciplinarity allows for a more complete view of the subject in education, introduces the context of interdisciplinary sciences, without diminishing the significance of sciences in detail. The result is dynamic knowledge, which is a dialog conducted inside and outside the scientific discipline (Opozda, 2014, p. 181).

According to Maria Dudzikowa (2012, p. 18, 19), an interdisciplinary approach consists in the researcher reaching for different disciplinary discourses, [...], and becomes a requirement for a meaningful scientific value. Michał Heller (2011, p. 15) notes that interdisciplinary tendencies are "very clear". This is emphasized by Jarosław Gara (2014, p. 43) who treats the interdisciplinary approach as "obvious and necessary".

The interdisciplinarity issue, on the one hand, entails dilemmas in the field of science, discipline and its subdisciplines. Danuta Opozda (2014, p. 171) notes that interdisciplinarity is treated in some approaches and studies as a fashion or a fad that will go away. However, on the other hand, she defines interdisciplinarity as an opportunity for mutual interdependence, cooperation of research at the interface of disciplines and the resulting ability to engage in dialog, cooperation, entailed within a common field (Gara, 2014, p. 38; Opozda, 2014, p.172)

The subtitle "Interdisciplinary approach" may be associated with the mixing of mental spaces where concepts and approaches that have some common parts, seemingly derived from different ideas, integrate and emerge. Gilles Fauconnier and Mark Turner (2002) presented an interesting theory; the authors believe that human cognition is based on amalgam, i.e. a

process of conceptual integration, in relation to various fields of science. The mental spaces are intertwined in relations, aimed at constructing new conceptualizations and new meanings. Integration of conceptual elements may lead to compression, i.e. the unification and submission of more concepts, such as: time, place, relations concerning change, identification, space, analogies (Fauconnier, Turner 2002; Libura 2007). According to Joanna Jabłońska-Hood (2016, p. 159), the principle of relevance is also important, i.e. adding significant associations and developing the amalgam structure with other spaces, where new meanings of concepts, new qualities of contents are broadened and constructed, and where the creativity is stimulated. Interdisciplinarity may cause that two seemingly different qualities can be combined into a third one, expanding it by additional associations, the context of the discourse resulting from the specificity of the studied areas. By integrating known and/or sometimes different structures, reality is described through its conceptualisations. Interdisciplinarity is the search for and involvement of each discipline in order to integrate, create new quality for information and knowledge.

It seems that in some scientific disciplines we tend to close ourselves within certain fields of studies, so there is no understanding, no common language or any synthesis of research works (Nycz, 2007, p. 19). This may result in a distorted image of a researched subject (Opozda, 2014, p. 172) and the inability to solve complex problems. Jarosław Gara (2014, p. 38) writes that "interdisciplines arise when we discover problems the solution of which exceeds the possibilities of isolated disciplines". According to Michał P. Markowski (2012, p. 19), the chance of permanence and permeation of disciplines is the "demolition of borders".

Maria Chodkowska (2008) points out that pedagogical knowledge has always integrated other sciences through its processing, profiling and giving pedagogical meaning. After all, pedagogy emerged from the discourse and theories of numerous scientific disciplines. Marian Nowak (2008, p. 87) writes about the context of pedagogical sciences, requiring communication and relying on the results of research, and the knowledge of other sciences.

The raised idea of interdisciplinarity recognizes the need and necessity for research over the disciplinary integration of knowledge resources in order to go further in the deliberations searching for inspirations "inside" and "outside".