

## Introduction

In recent years a domain of special pedagogy has experienced many changes as well in theory as in practice. The cause of this phenomena are socio-cultural changes in our reality. On the one hand we find out new possibilities and chances of human development, but on the other hand we see humans limitations and their life's difficulties. Modern postulates of endeavor to become individual and autonomous, creative and independent became the deterrent of development and independent living of many people, especially those who are disabled. It is because, there is lack of proper preparation and lack of competitiveness and limited possibilities of rivalry as well in education as at work. In the majority of cases, disabled people, thanks to social changes, received marginalization and exclusion instead of new chances. Those people need support in order to acquire new competences needed to function in modern society. The support should be given by medical care, law, labour market, social care and by pedagogy. Describing the role of special pedagogy in new social reality is a complex and tough task, however ambitious and innovative, this is why the authors of this book should be very appreciated. The next IV volume of *Special Pedagogy- conceptions and reality* with the title *Quandaries of Special Pedagogy* contains articles that show that the problems of special pedagogy are still actual and open. Presented in this book practical experiences, researches, and theoretical analysis not only solve problems but also point out new spheres needed to be analyzed. Presented publication was created thanks to collaboration of workers of Special Pedagogy department of Stettin University, whom we would like to thanks. We are very glad for discerning review, comments and remarks written by Prof. Władysław Dykcik, Ph.D., and prof. UMK Józef Binnebesel Ph.D. But the special thanks we would like to send to Authors of articles, for their researches and discerning theoretical analysis which help to increase the scientific attainment of special pedagogy.

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