

# Introduction

Recent years are the period of major changes in the domain of special pedagogy. They regard the theoretical as well as practical dimension. Their sources stem from the socio-cultural transformations occurring in our reality. On the one hand, these transformations show many various possibilities and chances of human development, but on the other hand they show limitations and difficulties as well. The postulates of modernity, which concern aiming at individualism, autonomy, independence, and creativity became the deterrent of development independent living of many people. The reason of that situation is the lack of adequate preparation, competitiveness and the limited possibilities of rivalry as well in education as at work. In the majority of cases, these transformations propose for many people and groups marginalization and exclusion instead of new chances. These people need support in acquiring new competences for proper functioning in the new, modern society. The support should come from the health care, law, labor market, social welfare and from the pedagogy.

The description of the role of pedagogy in new social reality is complex and difficult as well as ambitious and innovative task. In order to write an article, the author needed to have a great knowledge, the familiarity with the discipline of special pedagogy and the wide practical experience as well. The choice of the content and the way of its presentation show that the most crucial issues are still developing. Practical experiences, conducted researches and the theoretical analysis not only try to solve existing problems, but display new domains that need to be reanalyzed.

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