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## Introduction to the Issue

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This issue is based on idea that an ability to see the universe from different perspectives, such as thinking otherwise, or to ask questions that have never been asked, is a privilege of philosophy.

Is philosophy nowadays able to break barriers of conformity and unity of teaching philosophy? Are philosophers good teachers of philosophy? That is the key questions of this issue. A variety of philosophical questioning preferred methodological standpoints, and the formation of new perspectives within humanities presents fields for which issue creates their room.

It enables us to ask for philosophically acceptable narrative forms or rendering changes in philosophy. Is it possible to express philosophical thoughts to teach about them via a dialogue, a treatise, an essay, an encyclopedia, an article, a letter, fiction, narrative, poetry, painting, photograph, building, statue, movie, art, life or death?

What possibilities and dangers are brought about by the admission of various expressive tools? Philosophy markedly contributes to the formation of processes of education. To the extent to which philosophy can be innovative and to which philosophy rests on classical forms of education, it creates another creative space for the papers. It thus appeals to everyone who teaches philosophy in the academic sphere and those who teach by using philosophy.

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This issue thus reflects historical, systematic, methodological, didactic, and literary variety. Authors of issue follow this opportunity and create original content. Our authors come from Czech and Slovak Republics and thus readers can see some representation of contemporary discussion in this philosophical environments.

The content opens with Aleš Prázny reflection on how Karl Jaspers may respond to the challenges faced by academia in this moment of a crisis. Notably, the issue features two papers devoted to the well known legacies in history of philosophy. Róber Stojka in his paper focus on Jan Patočka heritage. Stojka in his paper point out that Patočka was one of the first philosophers in Czechoslovakia who dealt with the philosophy of education. Socratic dialogue, models of Socratic moral education and Plato philosophical teaching are the main aim of paper of Zuzana Zelinová and Michal Bizoň.

Lenka Naldoniová in her paper about currently highly popular topic-philosophy for children - stress that it is necessary to awaken children's interest in reading, because reading supports critical and creative thinking, and children learn to concentrate. She is convinced that through identification with the protagonist of cartoons and young heroes they can overcome their problems and crises, they learn empathy and so on.

In papers of Marián Ambrozy and Lukáš Arthur Švihura readers can find new rethinking of contemporary problems and most general situation in practical challenges in teaching of philosophy on ground of schools.

David Černín in his work pay attention to field of philosophy of history. It can be a separate subject of teaching but also the base for explanation of historical events and finally the base from teaching of history. It can be also base for creation of generations of philosophers, historians of philosophy and teachers (not only) history and history of philosophy. It is a ways how explanation approaches in history and history of philosophy arise. It can lead to new metodological strategies and new schools of philosophy. This issue has potential to open vast discussions across the philosophy in various environments. Maybe we will see it in future.