

## Introduction

To develop as a scientific discipline, pedagogy needs above all well prepared researchers. One of the roles of the scientific staff members is to prepare younger generations of scientists through formal work (doctoral classes, scientific consultations, visiting seminars etc.), take care of their scientific development and show them the culture of navigating through the world of science (preparation to participate in conferences, seminars etc.) by organizing experiences in both laboratory (practical classes at university) and real-life (active participation in conferences, discussions etc.) conditions. In order to support the scientific development of young academics not only in Poland, but also in the countries which aspire to become the EU members, in October 2017, we entered into collaboration with the doctoral school of Tiraspol State University from Chisinau in Moldova. During our classes we help doctoral students improve their scientific writing and presentation skills and develop their methodological workshop according to the most recent international research trends in social sciences and humanities.

It is well-known that pedagogical research is one of the ways to explore the social reality which is the object of interests of pedagogy as a science. As both theoretical and practical discipline, pedagogy is very diverse and complex, that can be usually observed when defining the objects of scientific interests of pedagogical subdisciplines. Generally, the object of pedagogical research is described as a human social activity connected with developing personality in

one's material and non-material context. To introduce students to the nature of pedagogy as a theoretical and practical discipline and to the issues of scientific writing, we taught them how to conduct critical text analysis and interpretation and how to write scientific papers and scientific reviews of monographs. We have reached the objectives set and achieved the desired outcomes. (In terms of knowledge the doctoral students have known well advanced concepts, terms and ideas used in pedagogy and this knowledge includes different possible meanings of the terms, their aspect and dimensions; obtained state-of-the-art knowledge about pedagogical phenomena and processes as well as connected disciplines, which can be used to explain processes, causal relationships and potential forecasts. In terms of skills the students have learned how to conduct correct analysis, explanation and interpretation of the investigated phenomena, processes and facts in the context of pedagogical and interdisciplinary theories; learned how to prepare a scientific text or a review for edition theoretically, methodologically, practically and linguistically. Meanwhile, in terms of social competence the students have understood that development of science is a process which is accelerating and requires permanent self-education and learning; developed a need for constant learning and exploring the most recent scientific achievements, new research technologies and presentation methods; fully developed conviction that scientific activities must comply with ethical and legal standards.) This publication is the evidence of the above.

The monograph "Areas of scientific research among young academics. Scientific writing workshops and doctoral students' development" consists of 13 scientific papers written independently and together with the doctoral school teachers.

The first paper titled "Preparation of scientific paper and scientific monograph review" is an introduction to the nature of scientific writing. Its authors, Katarzyna Jagielska, Joanna M. Łukasik and Norbert G. Pikuła, present the characteristics of scientific competence of young scientists based on the knowledge and skills transferred during the classes led for several years in the Doctoral School of Tiraspol State University. The remaining 12 papers focus on different research areas explored by the students in their doctoral projects. They testify of their scientific expertise and practical writing skills, developed during the workshops. Some of the leading themes are values, culture, ethnography, different aspects of teaching and learning at different stages of education and growth.

We hope that this publication will not only introduce the readers to the secrets of scientific writing but will also present some thematic areas investigated by young prospective scientists, showing new directions of scientific explorations.

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