



## **Editorial:** ***Narrative – Interdisciplinary Perspectives***

Ladies and Gentlemen,

Philosophers have been reflecting on the concept of narration since the ancient times, and the concept has played a prominent role in the studies of human existence and its meaning. Roland Barthes (1966) stated, that the narrative is present at all times, in all places, in all societies – in myths, legends, fairy tales, novels, dramas, movies, comics, conversations. It is just like life itself. Barthes's words constituted one of the impulses that contributed to the development of the trend observed in humanistic thought, which was called “eruption of interest in narrative” (Kreiswirth, 2000). Within different disciplines, the interest in narration developed at different historical moments, appeared in different milieus, and evolved as a result of numerous theoretical debates.

When launching a discussion on narration, it is worthwhile to consider several issues. For example, what does the narrative research bring to disciplines and fields, in which it is conducted? Is it possible to create an interdisciplinary “convergence protocol” that justifies the universality of the term? What are the risks related to the contemporary “tyranny of narration”? What is the future of narrative research? How can narrative research contribute to fostering a better understanding and improvement of human existence?

With this issue of “Horizons of Education”, we invite you to read the texts, in which, through the multiplicity of voices, we will be able to hear the narrative complexity of human life.

The authors of the articles published in the issue: show how powerful tool can the narrative be in the hands of politicians; encourage deep reflection on the philosophical concept of self in the context of narrative; explain the phenomenon of biographical narratives; enable to get acquainted with psychological studies showing the development of narrative skills and the importance of this development for the individual's well-being; present an illustration of professional work with narrative texts and finally show the place of narration in the context of pedagogical research; discuss the very current phenomena related to the functioning of the family and signal the practical application of the narrative construct in pedagogical activities. Somewhat perversely, the collection of texts is closed by a study that puts into question some of the adopted assumptions regarding “narrative.”

Homogeneity Hylkowska

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On behalf of the entire Editorial Board I invite you to read all the texts, hoping that the issue you keep in hand will be a source of many intellectual experiences.

Irmina Rostek  
theme issue editor

Barthes, R. (1966). Introduction to the Structural Analysis. *Communications*, 8.  
Kreiwirth, M. (2000). Merely Telling Stories? Narrative and Knowledge in the Human Sciences. *Poetics Today*, 21, 293-318.