

Foreword

The present issue of *Logopedia* (No. 45) is devoted to logopedic diagnosis and therapy. Part One “Methodology of Logopedic Research” contains studies on competence – the knowledge about man and the world, which allows individuals to construct the space of social functioning. The question about the methods of investigating the presented problems is still relevant – these are: cultural competence (Mirosław Michalik), emotional awareness (Urszula Jęczeń), and orthographic skills (Agnieszka Horodecka) studied from the perspective of the needs of logopedics. The papers published in the part are attempts to answer the question.

Part Two “Speech Disorders” presents studies that complement the already thorough knowledge on biological dysfunctions that generate these disorders: deafness (Marta Wysocka, Luiza Mackiewicz; Ewa Muzyka-Furtak), epilepsy (Magdalena Siegieda-Kozłowska), “short frenulum” (Danuta Pluta-Wojciechowska, Barbara Sambor), cerebral palsies (Urszula Mirecka), stuttering (Tomasz Woźniak) and dementia (Aneta Domagała).

Although the knowledge on the foregoing dysfunctions has long been developed by various disciplines, the logopedist must see it from his/her own perspective. It is defined by the thesis about the “possibility of changes of undesirable states” in linguistic behaviors: this thesis constructs speech-therapy practice. We are sure that as diagnostic knowledge broadens, logopedic treatment acquires new methods and becomes more effective.

This is evidenced by studies published in Part Three “Logopedic Therapy”. These articles present the ways of improving functions essential for language and speaking: sucking, swallowing and breathing in premature children (Magdalena Czajkowska, Ewa Kaptur), for reading in dyslexia (Ewa Wolańska, Adam Wolański), auditory-verbal rehabilitation in deafness (Katarzyna Plutecka), for management of a dysarthric patient suffering from Moebius syndrome (Monika Kowalska).

Finally, we present a study that presents a whole system of procedures – the program of linguistic education in early supporting of profoundly hearing-impaired children (Kazimiera Krakowiak). We especially recommend this program to the readers' attention on account of the author's scholarly accomplishments and because of her practical experience.

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