

Dear readers,

once again, the year has ended and another English issue of our journal is being released. From the beginning of our preparations, we decided to have this monothematic issue open to all authors dealing with current issues of educational literacy. In line with the objectives and focus of the journal, when selecting articles, we have sought to create an interdisciplinary platform to share findings not only across educational areas but also across scientific disciplines. We are therefore pleased with the diversity of the contributions we managed to include in the third issue of 2018. We also appreciate the fact that all the papers that were selected undoubtedly have a certain overlap with practice and can thus serve as an inspiration for the development of our pupils' literacy in schools. Let us now briefly introduce each of these articles.

In the first paper, which is the only theoretical paper in this issue, Michal Nedělka and Zuzana Selčanová introduce the contemporary concept of musical literacy, which stresses the complex character of musical literacy intersecting with the component of knowledge and

skills. In their review the authors pay close attention to the process of developing musical literacy and its impact on the development of the emotional sphere of the personality.

The following three articles all have the character of empirical studies.

Pavel Pešat, Ilona Pešatová, and Václava Tomická focus on the issue of the language development of first-grade pupils. The authors interpret the results of their study mapping the influence of different cultural backgrounds or living conditions on the development of the speaking skills of those children. The study explores pragmatic and social language skills in detail.

In the third article, Martina Fasnerová and Jitka Petrová assess and evaluate the level of reading literacy in children at the end of the first grade of elementary school. Since various approaches to teaching this are being applied in our schools in these days, the study compares the levels of reading literacy of three research groups: pupils being taught by means of the analytical-synthetic method, genetic method, and *Sfumato* blended reading method.

Similarly, the fourth article is also devoted to the issue of reading literacy.

EDITORIAL

Martina Škodová and Tomáš Slávik share their findings from a Slovak study comparing the level of reading literacy achieved by primary and secondary schools by using geographically oriented texts.

Finally, in their report Anna Kuchar-ská and Klára Špačková introduce the ongoing study Key Literacy Skills for Primary School Pupils - Diagnostic Battery. It is a norming study of a new assessment battery designed for counselling professionals to assess different aspects

of literacy skills in the broad context of environmental factors and reading self-concepts.

We thank all the authors for their interesting papers and the reviewers for their helpful remarks and comments, and we wish you, our readers, pleasant and thought-provoking reading!

Klára Špačková
editor