

Editor's Preface

ADAPTATION AND RESILIENCE TO THE CHALLENGES OF CONTEMPORARY SOCIETIES MULTIDIMENSIONAL PORTRAIT

The present issue brings together a diverse yet conceptually interconnected set of articles that focus on the evolving challenges faced by contemporary societies, educational systems, and professional fields. Although the articles deal with a wide range of topics from children's mental health and long term unemployment to intercultural communication, extracurricular activities, soft skills development, sustainability knowledge, and the ecological transformation of human communities, they share a common intellectual thread. Each contribution examines how individuals, professionals, and institutions respond to rapidly changing social, cultural, and environmental conditions. Together, they offer a multidimensional portrait of adaptation, resilience, and the need for renewed professional, pedagogical, and organisational frameworks.

A recurring theme across the papers is the increasing complexity of human environment, whether social, educational, or ecological, and the corresponding need for interdisciplinary, collaborative, and competence based approaches. The authors collectively argue that traditional structures and practices are no longer sufficient to address emerging challenges they call for systemic transformation, deeper professional and innovative models of learning and cooperation.

The issue opens with Tótová and Gábová's research of children's mental health as a critical challenge for the future of social work and education. Their qualitative analysis underscores that professional preparedness is not merely a matter of technical knowledge but a holistic, long term developmental process involving identity formation, empathy, ethical sensitivity, and collaborative competence. The authors highlight shortcomings in current educational programs and emphasize the need for clearly defined competence frameworks and systematic professional support. Their findings resonate strongly with broader debates on how professionals can be equipped to navigate increasingly complex human needs.

This concern for professional responsiveness is echoed in Celetková's study of individualized approaches in activation work with the long term unemployed. Her comparative analysis of public employment services and non profit organisations reveals that front line counsellors actively reinterpret and modify the concept of individual approach in response to organisational hybridity. While some adaptations prove beneficial, others may hinder client activation. The study thus illustrates how professional practices evolve under structural pressures and how organisational contexts shape the meaning of individual support. Both papers highlight the importance of professional discretion, contextual awareness, and adaptive expertise in human centred fields.

Several contributions in this issue explore how educational systems prepare individuals for participation in increasingly diverse and demanding environments. Fekete's mixed methods study investigates pre service English teachers' attitudes toward teaching culture and intercultural communication (ICC). Her findings reveal a persistent gap between the recognized importance of cultural awareness and its limited presence in teacher education curricula. While cultural products and practices receive attention, deeper cultural perspectives and ICC remain underdeveloped and often misunderstood. The study calls for systematic integration of intercultural competence development into teacher training an imperative that aligns with global educational trends and the growing cultural complexity of classrooms.

Hüber's qualitative research on soft skills training for Hungarian high school students further expands this educational focus. Trainers identify communication skills, self awareness, cooperation, time management, stress management, and emotional intelligence as the most crucial competencies for young people. These skills are seen as foundational for academic success, career decision making, and workplace readiness. The study highlights the rising importance of resilience and creative thinking, reflecting broader societal shifts driven by globalization and digitalization. Together, these papers underscore the need for competence based, interactive, and learner centred educational approaches that prepare students for dynamic and uncertain futures.

Kígyós's quantitative study adds another dimension by examining the transfer effects of childhood extracurricular activities on university students' resilience and academic performance. Her findings demonstrate that participation in multiple activities, especially sports, significantly enhances resilience, while visual arts engagement correlates with improved academic performance. The study provides empirical support for integrated pedagogical models that recognize the long term developmental value of extracurricular experiences. It also reinforces the broader theme of resilience as a key competence in contemporary education.

Lilla Tamás and Imola Csehné Papp shift the focus from individual development to organisational processes, exploring how individual sustainability knowledge becomes embedded in corporate knowledge systems. Their theoretical review highlights the tacit, multidimensional nature of sustainability knowledge and argues that its organisational integration requires intentional mechanisms, trust, communication, and supportive organisational cultures. Without such conditions, individual insights remain isolated and fail to influence practice. This contribution enriches the issue by demonstrating how knowledge management and sustainability intersect, and how organisations must evolve to harness the full potential of employee expertise.

The final paper, by Fábíán, offers a broader theoretical perspective on the evolution of human community from an ecological standpoint. Drawing on human ethology, the author argues that human sociability is rooted in biological evolution but is increasingly challenged by the emergence of non organic environmental realities, digital, virtual, and technologically mediated spaces that coexist with traditional organic environments. This dual ecology creates unprecedented pressures on human

sociability and community structures. The paper provides a compelling conceptual framework for understanding contemporary social transformations and complements the more applied studies in the issue by situating them within a long term evolutionary narrative.

Across these diverse contributions, several shared insights emerge. Whether addressing children's mental health, unemployment, teacher education, or sustainability knowledge, the authors emphasize that complex challenges require collaboration across sectors and disciplines. Professional preparedness, intercultural competence, soft skills, resilience, and organisational learning all point to the growing importance of competence based frameworks that integrate cognitive, emotional, social, and ethical dimensions. From hybrid organisational structures to evolving cultural ecologies, the studies highlight how individuals and institutions must continually adapt to fluid and unpredictable contexts. Several papers illustrate how individual experiences, whether professional, educational, or ecological, are deeply embedded in broader organisational, cultural, and environmental systems.

Taken together, the articles in this issue offer a rich and multifaceted exploration of how human beings, professionals, and institutions navigate the challenges of contemporary life. They reveal that resilience, adaptability, and collaboration are not merely desirable qualities but essential conditions for thriving in a world marked by complexity and rapid change. By integrating empirical research, theoretical reflection, and practical insights, this collection contributes meaningfully to ongoing scholarly conversations and provides a foundation for future interdisciplinary inquiry.

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