

EDITORIAL INTRODUCTION

The present number of the journal comprises four articles and two short communications. The issue opens with a text entitled *Maternal discourse, children's language, and development of theory of mind*, by Sandrine Le Sourn-Bissaoui & Fabienne Hooge-Lespagnol (University of Reims Champagne-Ardenne). The aim of the study is to examine the contribution of maternal talk to the child's ability in theory of mind tasks. The authors expected that exposure to cognitive talk is important for the development of belief understanding and that exposure to emotion talk helps the development of feeling understanding. A longitudinal study was conducted in which 35 second-born French children (between 36 and 58 months) and their mothers participated. It was found that different types of mental state talk by mothers have a differential effect on the development of children's mental state understanding. Moreover, children's language skills were examined with a standardized test which showed that language ability mediated the relation between mothers' talk and children's theory of mind.

The second article in this issue deals with the process of discourse in peer child interactions. The author, Jolanta Rytel (Cardinal Stefan Wyszyński University, Warsaw) explores disagreement in preschoolers' narrative talk. One hundred and sixty-two children between 4 and 7 years took part in the investigation (54 children at each of three age levels: 4, 5 and 6 years). Of these, 108 children recounted to peer listeners the adventures of the hero of Chafe's film "Pear story". Two types of disagreement between the discourse partners were examined: related a) to narrative content (semantic aspect of discourse) or b) to the process of story-telling (pragmatic aspect of discourse). It turned out that children disagree more frequently as to the semantic dimension of the discourse, and that the order of the hero's actions was the most controversial aspect for narrators here. The mental states attributed to the story heroes led to disagreement in very rare cases, and only in the 6 year-olds. The statements about the hero's internal states are identified as potentially disputable, and therefore they are presumably supported most frequently with arguments, thus to avoid the partner's disagreement.

The third article, entitled *The eye and narration. Relations of artistic expertise and mode of interpretation of narrative and non-narrative paintings*, was submitted by Anna Waligórska (Warsaw School of Social Psychology). The author tested the relevance of the type of education (artistic or others) to the pattern of perception and interpretation of an artwork. One hundred and six students (age range

from 15 to 19 years) from the same secondary school in Warsaw (divided into 3 educationally profiled groups) participated in the study. Stimuli consisted of ten realistic paintings, five of which were semantically complex compositions (so called “narrative paintings”), and the remainder of less complex meaning (non-narrative), but similar in style. One of the main effects observed was the influence of artistic education on the paradigmatic mode of art reception and interpretation. It also turned out that narrative paintings (compared to non-narrative) induce a longer and more attentive observation in naïve viewers, and in all viewers stimulate the use of narrative categories in their interpretation.

The fourth article by Rafał Dziurla (Warsaw School of Social Psychology) deals with Vygotsky’s theory of concept development and is entitled *Cultural-historical model of the development of the generalizations system. The problem of concept development*. Vygotsky developed a theory of generalizations, treated as units of consciousness, and analyzed them on three levels: semantic level, mental functions, and language functions. The model depicted in the article presents the semantic level of generalization, expanding and ordering Vygotsky’s findings in this field. The first part of the text gives the sources of Vygotsky’s model, and the second the author’s proposal to put Vygotsky’s ideas into a concise frame of generalizations in the developmental perspective.

The issue ends with two short communications. The first, entitled *Polish-Jewish intergroup communication: The Mediating role of personalized cognition*, by Michał Bilewicz (University of Warsaw), reports two studies showing the role of personalized cognition (perception of others as similar to self) on the impact of intergroup communication programs for improvement of intergroup attitudes. In the first study, 190 Polish students showed an increase of liking when they had more opportunities to meet and to communicate with outgroup members. In the second study, 97 Jewish students, visiting Poland during “March of the Living” visits, were randomly assigned to contact and no-contact conditions. The first group completed a questionnaire after an hour-long program of communication with Polish students. The control-condition participants completed a questionnaire without any interaction with Polish students. A significant mediation of perceived similarity between the presence of Jewish-Polish communication and liking was obtained.

The second short communication is a review (by Dagmara Płońska) of Krzysztof Hejwowski’s book entitled *Kognitywno-komunikacyjna teoria przekładu* (The cognitive-communicative theory of translation), published in Polish by Wydawnictwo Naukowe PWN. Hejwowski describes the process of production and understanding of a text based on organizational memory structures and then defines the role of a translator in such a communication process. Important in this translation process is the representation of the receiver. In the reviewer’s opinion, a major advantage of the book is the multitude of original examples of translation problems, taken from the literature and press.