

## Dear Readers and Writers!

This the sixth number of *Journal Baltic Science Education* presenting eight articles (*Geography and biology and teacher education in Finland* /Eila Jeronen/, *Application of a questionnaire to describe teacher communication behaviour and its association with students in science in Turkey* /Esra Özay, Ercan Kaya, Fatih Sezek/, *Science teaching and the school - when concepts meet context* /Jan Schoultz, Glenn Hultman/, *The role of researchers in the implementation of educational policies: the finnish luma programme (1996-2002) as a case study* /Jari Lavonen, Veijo Meisalo, Kalle Juuti/, *Assesment of the environmental aspect in a contemporary teaching/learning model of chemistry in basic schools of Latvia* /Aira Bartuseviča, Dagnija Cēdere, Rudite Andersone/, *The students' perceptions: essay versus multiple-choice type exams* /Dogan Tozoglu, Musavver D. Tozoglu, Ahmet Gurses, Cetin Dogar/, *Ecocentric worldwiew paradigm: the reconstruction of consciousness* /Rasa Hage, Alona Rauckienė/, *The influence of STL teaching and science teachers' teamwork on change of students' creativity* /Anne Laius, Miia Rannikmäe/). All articles are very interesting and are useful those for all interesting in questions of natural science education.

Natural science education is one of the components of preparation of rising generation to self-contained life. Alongside with humanitarian, social and economic, mathematical and technological components of education it provides all-around development of a person during his education.

The problem of science education and teaching is not the problem of one country as today due to the process of globalization and internationalization in education in general and in education of a specific field of knowledge in particular has become the problem of joining efforts of the specialists of many countries.

As you know, dear Readers and Writers, the problem of teaching science to younger generation is facing many countries not only in the Baltic Region but it presents the major issues on the European scale. That is why the positive experience of the specialists of many educational institutions of the countries of the Baltic Region can help to solve the tasks of increasing of motivation in studying science subjects.

Being a representative of Russian School of Science Education I'd like to see articles devoted to the Russian experience of solving problems of teaching science subjects on the pages of our journal. It is important to note that Russia has accumulated great experience in teaching Natural Science subjects. Herzen State Pedagogical University of Russia whose representative I have the honor to be has well-known traditions in teaching science subjects and preparing specialists in this field.

At the moment the specialists of Herzen University within the frame of the activity of International Institute of Educational Innovations are realizing a number of projects dedicated to the modern problems of motivation in teaching of natural science subjects with the participation of specialists of several European countries such as Netherlands, Austria, Belgium, Finland and others. I do hope that in the future issues of this journal it will be able to publish some of our joint results of the experiments held in teacher-training colleges and different types of schools and the information will be useful and helpful for our readers.

As a member of Editorial Board I hope the journal will be the centre of exchanging professional views on the problem of science education and I wish our Readers and Authors a lot of creative success.

Sincerely

**Valery Solomin**

Herzen State Pedagogical University of Russia,  
Member of Editorial Board of JBSE

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