LECTORI SALUTEM

In the first article of this issue, Julesz examines digital health literacy, which he identifies as a prerequisite for legal patient autonomy. In today's information society, such literacy is indispensable. He explores its connection to several human rights— such as the rights to education and healthcare—which are classified as second-generation rights, in contrast to first-generation rights likepolitical suffrage.

Kazakov explores anthropocentric and anthropomorphic biases and attitudes that have been embedded in artificial intelligence (AI) research and practice since its inception—especially within the domain of artificial general intelligence (AGI). His aim is to propose a comprehensive framework for critical reflection and theoretical inquiry into these tendencies, collectively termed *AGI-correlationism*.

Lindholm argues that technology shapes human nature in at least two ways. First, our character is constituted by our habits, each of which represents an active skill. Second, habits reflect both personal traits and environmental influences, including tools and technologies – external, passive means that become part of our lived environment. Lindholm introduces the concept of *multistability*, grounding it in the *practice-ladenness* of experience.

Shynkarenko discusses how Ukrainian authors of the 1970s pursued questions about the purpose of human existence, initiating the Golden Age of Ukrainian science fiction (SF). This literary movement gained momentum during the national revival of the 1980s, developing increasingly local themes and markets. However, the economic crisis of the 1990s nearly led to its collapse. The 2000s saw renewed *Russification*, but by the 2010s and 2020s, a new metamodernist era had begun, ushering in a second wave of national revival.

Finally, Dominek, Ceglédi, and Barnucz report on a study of the digital competence of teachers at Ludovika University of Public Service (LUPS) (N=824). They hypothesized that while digital skills among teachers may require development, their attitudes toward using digital technologies in the classroom are generally positive. Furthermore, they examined how independent variables (e.g., age, gender, possession of a doctoral degree) influence digital competence. The findings suggest that most teachers are open to adopting new ideas and methodologies, demonstrate a willingness to experiment, and show creativity and critical thinking in their use of digital tools.

The editors wish you an engaging and thought-provoking reading experience.