

A BOOK ABOUT EDUCATIONAL PROCEDURES

-Book review-

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Gabriela Kelemen, associated professor within the Faculty of Educational Sciences, Psychology and Social Work (Head of the Department of Pedagogy and Psychology) releases a new publication *The Didactics of Preschool and Primary School Education*, at the Aurel Vlaicu Publishing House, 2013 (with the support of COPYRO). It is an enlarged edition of the volume *The Pedagogy of Primary and Preschool Education* (2012) and the replacement of the first word of the title (**pedagogy** with **didactics**) reveals a change of perspective as well. The first volume would be a theoretical one, structured in pedagogy specific concepts and the second one is intended to be an applied one. This is basically what didactics deals with. Practical suggestions, applied arguments and convincing examples are required even for theoretical assertions. The volume responds to a request determined by the changes in preschool and primary school education, determined by the strategic and regulation enactment of new curricula in both segments of Romanian preuniversity education. The students of the study programme *Pedagogy of preschool and primary school education* need such course supports that would update their options derived from educational policies, from implementation strategies of curriculum documents, and from assuming new responsibilities and didactic attitudes. The answer to such demands of initial training is found in the volume that we kindly recommend for students' and colleagues' reading. I stated in the foreword that Gabriela Kelemen “*is an ambitious person that hides under her attitude crinkles, a vanity similar to a beautiful viciousness*”. Ambition is measured in the virtues that a man releases in order to overcome himself in a generous aspiration towards ego fulfilment. This volume follows others with specific thematic, starting with *The Universe of Childhood* (2003) and continuing with the passion for *The Methodology of instruction-educational activities in kindergarten* (2009), for *The Methodology of cultural, civic and recreational activities* (2010), for *Children with learning difficulties* (2012), for *Pedagogy of the Gifted* (2008), for *Preschool Pedagogy* (2008), for *School Counselling* (2011), for *Psychopedagogy of the Game* (2012), for *Child's Pedagogy* (2012), for *The Methodology of Speech Training* (2012), and concluding with a summarizing volume, a coherent structure on the issues of primary as well as preschool education, from a didactic perspective.

The volume is structured in 12 chapters, as follows: *The Importance of the study object, The Pedagogy of preschool and primary school education, Child knowledge, Knowledge on the structure and dynamics of preschool child's and pupil's personality, Institutions: Kindergarten and School (primary school), Curriculum implementation at preschool/primary school level, Didactic projects, Assessment in preschool/primary school education, Methods applied in preschool/primary school education, Normativity*

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in preschool and primary school didactic process, The Game, Kindergarten-school-family partnership, Teacher`s personality.

The chapters are arranged according to the author`s options and they bring an element of originality because they differ from the current orientation of organization and progress of the didactic process. For the same reason, learning strategies occur after assessment strategies and the game is considered a distinct activity, being discussed in a separate chapter (theories on games, classification, didactic games and games for pupils). Original is also the cross discussion of didactic (and pedagogic) speech in preschool and primary school education, assuring a coherence between the two components of the preuniversity educational system.

An interesting chapter is the one on *Normativity in preschool and primary school didactic process*, placed between *Methodology and The Game*, proving the link between theoretical and didactic aspects of learning. The same original options are visible in the content relationship between *Child knowledge* (Chapter II) and *Knowledge on the structure and dynamics of preschool child`s and pupil`s personality* (Chapter III). The theories and findings are sustained by over one hundred bibliographical listings and over ten webography listings.

Such content reorganizations depend on the author`s options and they overcome the well-known structures of a coherent endeavour and structured according to current methodological requirements. The volume is a contribution to the enrichment of didactic publications in the field of educational sciences. It reveals the author`s options on the problems of pedagogy and didactics of this important segment of national education. Therewith, ***The didactics of primary and preschool education*** marks the point of professional maturity and assimilation of certain procedures used to describe the pedagogic phenomenon specific to preschool children and pupils from primary school education.