

**REVIEW**  
**THE METHODOLOGY OF EDUCATING SPEECH IN PRE-SCHOOL EDUCATION – AN EARLY EDUCATION BASED APPROACH\***

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Approaching pre-school education from based on early education, officially assumed through the *Curriculum for pre-school education* (2008) and through the document entitled *Fundamental Guide marks in learning and early development at children from birth to the age of seven* (approved by the order of the Ministry of Education no 3851/2010), brought about the necessity to reconsider initial and lifelong training at pre-school teachers. Even if the experience of those years when the new curriculum has been implemented, revealed progress towards the integration of pre-school education as a decisive part of early education, still there are numerous challenges and opportunities that have to be revalued. We are referring to aspects like organizing learning activities on experiential fields and correlating the later to the fields of child's personality development. We also refer to combining discipline related activities with integrated ones, to organizing the syllabus on units, to integrating games in different activities (routines, transitions, learning activities).

In this context, Gabriela Kelemen's book, is a successful approach to the methodology of educating speech in pre-school education based on the concept of early education. In connection with new curricular approaches, the book is illustrative as a model of correlation between the field of child's personality development (*The development of speech and communication*) and an experiential field in the structure of the curriculum (*Language and communication*), in the same time, offering guide marks for a more general model of the concept of child's global development. (central concept in the new vision upon early education).

From this perspective, the book begins with a chapter dedicated to the outline of a conceptual framework regarding communication and speech, where the author synthetically presents groups of information chosen according to their relevance for the didactic activity. She has presented well known theories and models regarding speech and communication (Chomsky, Skinner, Bandura, Brown), she has synthetized the main indicators of child's speech evolution from birth to the age of 6, she described the speech functions, presented the structure and the process of communication at pre-school level. The components of the communication ability are presented at the end of the chapter.

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\* Kelemen Gabriela (2012), *Metodica educării limbajului la nivel de învățământ preșcolar*, Editura Universității „Aurel Vlaicu”, Arad.

The 2<sup>nd</sup> chapter is dedicated to the goal and the objectives of the methodology of speech education and the presentation of the experiential field *Language and communication*, from the perspective of early education. The reader can find here information regarding the aims and objectives of this field, models of didactic planning for different types of activity. From the 3<sup>rd</sup> chapter, dedicated to activities of speech education in kindergarten, we want to draw attention on the paragraph referring to evaluation, where the author presents evaluation sheets adapted to this type of activities.

As expected in a methodology book, the most important chapter is dedicated to *specific forms of carrying out activities in the field of speech education*. Under this title, the author describes and exemplifies the didactic game, teacher's stories, children's stories (with their various forms) memorizing, conversation and image based reading. The presentation of these forms highlights the experience that the author has in pre-school education, in general, and in speech education, in particular. We notice the systematization, clarity and the highly applicative value of the work.

A selection of recommended contents would involve:

- Applications of activity planning based on didactic games (pp. 138-150) presented for each group (primary, middle, secondary, preparation), which allows us to notice the progress of this learning method throughout pre-school period;
- Applications of activity planning based on teacher's stories and children's retellings (pp. 158-167) for each group.
- Considerations and exemplifications based on memorizing and conversation as forms of learning activity;

The book contains several methodology issues for which Gabriela Kelemen finds proper solutions. Among these, we would like to recommend the readers:

- Educating speech from an integrated perspective, by presenting some models of curricular integration and relevant applications for the way in which only one integrated activity can fulfil objectives of several experiential fields;
- Presentation and exemplification of certain methods of prevention and removal of speech difficulties at children;

On the whole, the book stands out as a clear and systematic approach that reconstructs the logic of construction and concept derivation, allowing the reader a progressive familiarization with concepts, methods and applications from the field of speech education at pre-school children. Each chapter is organized as a logical succession of ideas and concepts, favouring a fluent reading, with heuristic elements that urge to reflection. Shortly, the book is an useful tool both for students that train to become teachers, and for teachers who are interested in broadening their knowledge in the field of educating speech in pre-school education.

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