

BOOK REVIEW,

COLLECTION: FUNDAMENTAL CONCEPTS IN PEDAGOGY, (author) Sorin Cristea (CONCEPTE FUNDAMENTALE IN PEDAGOGIE, Didactica Publishing House, Bucharest, 2017-2020)

Ana-Maria Aurelia PETRESCU¹, Luminița Mihaela DRĂGHICESCU²,

¹ Teacher Training Department, Valahia University Targoviste

² Teacher Training Department, Valahia University Targoviste
ROMANIA

E-mail: ¹anapetrescu2007@yahoo.com, ²lumidraghicescu@yahoo.com

Following the hard work, of a remarkably scientific accuracy and productivity, the author **Sorin Cristea** introduces now to the public no fewer than 12 volumes of the collection **FUNDAMENTAL CONCEPTS IN PEDAGOGY**, which was from the very beginning (2017) expected to be tremendously valuable in the field of the contemporary pedagogic literature. It is, as the author stated initially, a *necessary pedagogic collection, the result of hard work of high scientific quality*, as it includes 17 synoptic volumes, relating to 17 concepts/fundamental pedagogical issues which structure, to all intents and purposes, the epistemic core of pedagogy/educational sciences.

Sorin Cristea is a graduate of the Faculty of Philosophy, major in Pedagogy, University of Bucharest, class of 1973. He continued his educational path with doctoral studies in the field of Educational Sciences, and since 1994 he has been a Doctor of Pedagogy, with the doctoral thesis *Pedagogical Bases of the Educational Reform*. The paper was published by *Didactica and Pedagogica Publishing House*, in the same year, and represents even today a landmark for all and any person who pursues a genuine reform of the Romanian school.

His vast, diverse professional experience, enabled him to gain a profound understanding of the realities, specific to the educational landscape in Romania and recommends him as one of the few pedagogues possessing sound expertise in any domain subsumed under education.

Therefore, since 1973 to date, he has been, in turn, teacher of pedagogy-psychology in secondary and post-secondary education; teacher counselor - the Laboratory of Educational and Vocational Guidance, the County School Inspectorate of Bacău; Deputy School Inspector within the County School Inspectorate of Bacău; Deputy in the Parliament of Romania, Commission for Education; Secretary of State within the Pre-university Education Department of the Ministry of Education and Science; Senior Scientific

Researcher level II, Institute of Educational Sciences, Department of Educational Theory and subsequently the Department of Educational Management.

Effective 1994, he goes through all the stages specific to the academic career: assistant professor with a PhD with the Faculty of Sociology-Psychology-Pedagogy, Teaching Staff Training Department, University of Bucharest, PhD Associate Professor and PhD Professor, within the same faculty. He is a coordinator of the courses *General Pedagogy (Fundamentals of Pedagogy, Curriculum Theory, Theory of Training, Assessment Theory, Classroom Management, Innovation in Education, Learning Theories, Educational Policies, Management of Educational Organization, Education Management etc.)*.

Between 2004 and 2008, he was the Manager of the Teaching Staff Training Department, Faculty of Psychology and Educational Sciences, University of Bucharest. Furthermore, he had a long-term collaboration with “Ion Creangă” State Pedagogic University in Chişinău, Department of Educational Sciences. This collaboration was focused on holding courses intended for graduate students and coordinating PhD candidates in the field of Educational Sciences.

The didactic activity encompasses not only initial training of teachers but also lifelong learning of teachers in pre-university and higher education.

Additionally, it is worth noting the prolific activity conducted in the field of publications, which resulted in a number of over 40 books, most of them as sole author, over 600 specialty studies and articles, numerous participations to national and international conventions. Some of the fundamental books that any man involved in the educational sector should read, *Encyclopedic Dictionary of Pedagogy, Learning Theories – Training Models, Management of Educational Organization*, demonstrate the author’s solid competencies in all branches of educational sciences and beyond, given their interdisciplinary nature.

It should be also noted the high editorial activity: permanent / weekly column, *Recourse to Pedagogy* in the *Education Tribune*, in April 2000; permanent / bimonthly column, *Pedagogic Dictionary* in the *Education Tribune*, year 2004; permanent / monthly column, *Dictionary - Didactica Pro... Magazine for Theory and Educational Practice*, Chişinău, Republic of Moldova; permanent column - *History of Pedagogical Thinking*, in the Magazine *Universitatis Studies, Series Educational Sciences*, State University in the Republic of Moldova; course of *General Pedagogy* held on a weekly basis as *university television* with *The Television of Tomorrow (TVRM)*, academic years 2001 - 2002, 2002 - 2003.

Furthermore, professor Sorin Cristea is member of professional associations and editorial committees of some prestigious journals/magazines in the field of *Educational Sciences*.

Taking into account that he is by definition a literate person, we are not to disregard his intense activity carried out in the field of promoting pedagogical writings, in general. He is the Coordinator of the Collection *CONTEMPORARY PEDAGOGICAL IDEAS, Didactica and Pedagogica RA Publishing House*, in 1994, and the Collection *HISTORY OF PEDAGOGICAL THINKING, Didactica and Pedagogica RA Publishing House*, in 2007.

Returning to the work under review, we have to state that, according to the author, the general goal of this collection is to attempt at *re-establishing the normality in the field of education, learning, training*, by highlighting the epistemological status of pedagogy, as a specialized social and human science in the field of education, based on some fundamental pedagogical concepts.

In terms of specific objectives, derived from the general goal, the author's intention is:

- a. to structure the issues on education, training, curricular design of education and training, in relation to fundamental pedagogical concepts, grouped within the general theories in the field;
- b. to capture and interiorize some fundamental concepts in relation to the theoretical and practical pedagogical consciousness of the teaching staff;
- c. to implement those fundamental pedagogical concepts in solving the current issues faced up by education and training;
- d. to analyze and create a synopsis of those fundamental concepts in the permanent self-improvement process, relating to the activity performed by the teaching staff.

Given the goal and the objectives enunciated above, we consider that this collection already occupies a leading position in the series of the works and papers on pedagogy in Romania. Moreover, it should be noted the topicality of the issues presented in the volumes of the collection, and the clear, organically-structured and well-argued manner in which the main themes of the field of education/pedagogy are approached.

In terms of architecture, the collection is structured in 17 volumes, grouped in line with those three fundamental domains of pedagogy, namely: general theory of education/fundamentals of pedagogy, general theory of training/general didactics, general theory of the curriculum.

Therefore, the first part of the collection, entitled **General Theory of Education/Fundamentals of Pedagogy** comprises 5 volumes entitled: Pedagogy/Pedagogical Sciences/Educational Sciences – vol. 1; Education. Concept and Analysis – vol. 2; The Outcomes of Education – vol. 3; Contents and Forms of Education - vol. 4; Education/Learning System – vol. 5.

The second part, **General Theory of Training/General Didactics** is structured in seven volumes as follows: Training/Learning Process – vol. 6; Forms of Organization of Training/Learning Process – vol. 7; Objectives of Training/Learning Process - vol. 8; Contents of Training/Learning Process – vol. 9; Methodology of Training/Learning Process – vol. 10; Assessment of Training/Learning Process – vol. 11; Conducting Training as Teaching - Learning - Assessment Activity – vol. 12.

The last part of the collection, dedicated to the **General Theory of the Curriculum** includes other five volumes, respectively: Curriculum – vol. 13; Fundamentals of Curriculum – vol. 14; Domains of the Curriculum – vol. 15; Construction of the Curriculum – vol. 16; Curriculum Design of the Lesson – vol. 17.

Each volume of the collection starts with a quote in harmony with the topics addressed and with an argument by which the author introduces the concept to be enlarged upon in a synthetic and concise manner.

It is worth stressing the fact that added value is brought to each volume of the collection by the significant contribution, of a practical-applicative nature and with a clarifying role, made by Mrs. Mirela Mihăescu, PhD, School Inspector for Elementary Education in Dâmbovița County, author of textbooks on didactics and teaching aids. She possesses a PhD in the field of educational sciences, being is also an experienced practitioner, with a significant expertise in the field of education. Therefore, at the end of each volume the author included, as *Applications*, a series of examples intended to highlight the relevance of the pedagogical concepts approached at the level of current educational practices.

The volumes included in this collection are dedicated both for undergraduate and graduate students who are preparing for a didactic career, teachers/professors in both pre-university and higher education, principals and school inspectors, in essence, to all entities directly involved in the epistemological and praxiological analysis of the education phenomenon.

In addition, it should be noted that all the volumes of the collection are supported by a consistent, relevant and up-to-date bibliography, thoroughly selected from international and national literature published in the field of pedagogy/educational sciences.

To conclude, we consider that the material reviewed, i.e. the Collection **FUNDAMENTAL CONCEPTS IN PEDAGOGY**, is a work of paramount importance for the field of pedagogical literature in Romania, which has demonstrated an incontestable theoretical and praxiological value.