

Dicționar praxiologic de pedagogie
by **Mușata Dacia Bocoș (coord.), Ramona Răduț-Taciu,**
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Reviewed by Margareta M. Thomson

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Paralela 45 Publishing House, Pitești (volumes I-III),

Cartea Românească Educațional Publishing House, Pitești (volume IV).

From the desire to meet the needs of educators, teachers, researchers, as well as policy makers in Romania, the "Praxiological Pedagogical Dictionary" saw the light of printing, under the specialized coordination of Professor Mușata-Dacia Bocoș, in several volumes. So far, this work is comprised of four volumes, as follows: volume I (authors: Mușata-Dacia Bocoș, Ramona Răduț-Taciu, Cornelia Stan, Olga Chiș, Daniel-Cosmin Andronache) containing pedagogical terms and pedagogical phrases starting with letters A, B, C, D (2016); volume II (authors: Mușata-Dacia Bocoș, Ramona Răduț-Taciu, Cornelia Stan) – regarding letters E, F, G, H (2016); volume III (authors: Mușata-Dacia Bocoș, Ramona Răduț-Taciu, Cornelia Stan) – regarding letters I, Î, J, K, L (2017); volume IV (authors: Mușata-Dacia Bocoș, Ramona Răduț-Taciu, Cornelia Stan) – regarding letters M, N, O (2018).

For example, in Volume II of the Dictionary we find the detailed, explicative analysis of creativity education as follows: "System of socio-educational approaches directed in the directions of: discovering, engaging, cultivating and developing the creative potential of one (or more) person(s); approaching the creative personality from the perspective of its formation; promoting ways to stimulate the transition to creative creativity, its stimulation and development; the systematic development of creative abilities and creative spirit. Stimulating creativity in school involves creating a favorable, interactive, exciting, and dynamic environment. In order to educate creativity in school, it is

advisable to create active curricular environments that capitalize on the creative potential and ideas of each educator, which allow the free expression of educators, the free exchange of information and opinions, their personal effort, the manifestation of the desire to have original, inventive, creative contributions, in a democratic, positive, flexible atmosphere." (Bocoș, M.-D., (coord.), 2016, p. 20)

The specific educational connotations of the term 'pedagogical idea' can be studied in Volume III of the Dictionary, as follows: "**Pedagogical idea - 1.** Summarized representation, overall, global, elementary view on an educational aspect, product of the thinking activity in the field of Education Sciences. More pedagogical ideas articulated in a coherent system that provides a certain vision and understanding of educational events, processes and phenomena form a pedagogical conception. See also **pedagogical conception**. The fundamental pedagogical ideas and theses that underlie general conceptual approaches provide the substance of a pedagogical doctrine. See also **pedagogical doctrine. 2. Anchor/ pivot/ force/ key pedagogical idea** - Basic, essential, reference point for certain areas of content, which is used in pedagogical approaches, essays, presentations, expositions/ debates, pedagogical researches, studies and articles, etc. The whole pedagogical discourse is organized around the anchor/ pivot/ force/ key ideas, around the necessary explanations and the relationships established between them. See also **pedagogical/ educational speech**,

explanation. 3. Preconceived pedagogical idea - Admitted pedagogical idea, adopted without careful prior research, often of empirical character, which can lead to the formation of an empirical view. See also **empirical pedagogical conception**. In general, in pedagogical knowledge and in scientific knowledge it is recommended to adopt an impersonal and objective attitude, the non-involvement in judgments and judgments of preconceived ideas, own prejudices, as well as manifestation of respect for scientific data, for the scientific substantiation of the new, for scientific rigor. See also **empirical knowledge, pedagogical knowledge.**" (Bocoş, M.-D., coord., 2017, p. 16)

The text of each volume in the dictionary presents the operational definitions of the most relevant pedagogical terms and syntaxes in Educational Sciences, applicable to pre-university education. The concepts and principles presented are grounded in multiple scientific perspectives, such as pedagogical, psychological, sociological, philosophical, ergonomic, legislative,

economic, ethical, and axiological, as well as didactic and managerial.

All terms and all pedagogical concepts are complemented by suggestive quotes from the international literature and the Romanian pedagogical literature. Noteworthy, as a separate feature of this work, the existence of explicit (inter)relations (references to other pedagogical terms related to the term under consideration) and the implicit (inter)relations (explanatory information) are provided.

At the end of each group of words or phrases starting with a certain letter, a bibliographic list is presented, and at the end of each volume there is a set of general applications with formative valences, which can be done individually or in groups, based on reader's choices.

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