

**Revista Romaneasca pentru Educatie
Multidimensionala**

Romanian Journal for Multidimensional Education

ISSN: 2066 – 7329 (print), ISSN: 2067 – 9270
(electronic)

Covered in: Index Copernicus, Ideas RePeC,
EconPapers, Socionet, Ulrich Pro Quest, Cabell, SSRN,
Appreciative Inquiry Commons, Journalseek, Scipio,
EBSCO, CEEOL, ERIH PLUS

**FEW EPISTEMIC CONSIDERATIONS ON PRE-SCHOOL
EDUCATION. BOOK REVIEW: THE ACTUAL PROBLEMS
OF THE THEORY AND PRACTICE OF MODERN PRE-
SCHOOL EDUCATION IN POLAND, ROMANIA AND
UKRAINE, COORD. OTILIA CLIPA, MARIA OLINEK,
MALGORZATA STAWIAK-OSOSINSK. LONDON, UK:
LUMEN MEDIA PUBLISHING**

Antonio SANDU

Revista Romaneasca pentru Educatie Multidimensionala,
2015, Volume 7, Issue 1, June, pp. 245-252

The online version of this article can be found at:

<http://revistaromaneasca.ro>

Published by:

Lumen Publishing House

On behalf of:

Lumen Research Center in Social and Humanistic Sciences

Few Epistemic Considerations on Pre-School Education

Book review: The Actual Problems of the Theory and Practice of Modern Pre-school Education in Poland, Romania and Ukraine, coord. Otilia CLIPA, Maria OLINEK, Malgorzata STAWIAK-OSOSINSK. **London, UK: Lumen Media Publishing**

Antonio SANDU¹

Abstract

Reading the volume “The Actual Problems of the Theory and Practice of Modern Pre-school Education in Poland, Romania and Ukraine” coordinated by Otilia CLIPA, Maria OLINEK and Malgorzata STAWIAK-OSOSINSK brought to my mind the issue of multidimensional education and the correlation between the shifts of paradigm which take place in the space of communicative processes, but also the need for a new educational approach that would be sensitive to the transmodern values of integrity and interdependence.

This transmodern perspective is considered as benchmark in the development of the volume (Clipa, Olinek-Chernevitsi, 2014), who are questioning, in the introduction, the globalization and the crisis of the systems of volumes, showing the need for correlating educational systems with the social realities of the contemporary world. The education of pre-schoolers represents such a multidimensional topic which combines the new educational landmarks with the action research.

Keywords:

Actual, problems, theory, practice, pre-school, education.

¹ Professor PhD, Ștefan cel Mare University from Suceava, antonio1907@yahoo.com.

Introduction

Reading the volume *The Actual Problems of the Theory and Practice of Modern Pre-school Education in Poland, Romania and Ukraine* coordinated by Otilia CLIPA, Maria OLINEK and Malgorzata STAWIAK-OSOSINSK brought to my mind the issue of multidimensional education and the correlation between the shifts of paradigm which take place in the space of communicative processes, but also the need for a new educational approach that would be sensitive to the transmodern values of integrity and interdependence.

Pre-school education models

This transmodern perspective is considered as benchmark in the development of the volume (Clipa, Olinek-Chernevitsi, 2014), who are questioning, in the introduction, the globalization and the crisis of the systems of volumes, showing the need for correlating educational systems with the social realities of the contemporary world. The education of pre-schoolers represents such a multidimensional topic which combines the new educational landmarks with the action research.

The volume is the result of an international cooperation between Poland, Romania and Ukraine regarding the planning and instrumentation of the pedagogical activities, targeting the contributions both of theoretical nature, and of practical solutions which come from the area of educational institutions and research in Eastern Europe.

The review doesn't necessarily aim to outline a common thread of the researches contained in the volume, but rather to intensify a series of conclusions, that the authors of different chapters formulate. The review comes with an epistemic interrogation on the new educational paradigms, voluntarily infused or not, by the postmodern visions of the deconstruction of the stiff hierarchies, and along with it, the accent on creating individuality, but also of the transmodern perspective of narrative reconstruction of the educational universe, from a perspective of focusing on the appreciation of what is essential and alive, of what gives life to the different educational models, outlined by the researchers involved.

From the previously mentioned perspective, the author Liliana Stan (2014) draws the attention on the empowerment brought by the quality of expert, the didactic framework and positive formative influences that the partnership between the educator and the educated

has on the pre-schooler. As such, this educational partnership is a key link of any appreciative pedagogy (Sandu, Ponea, 2012). The partnership in education aims at a real inter-knowledge between the educator and the educated, and the acceptance of the reciprocal influence that all the actors of the educational process have, in the construction of the communicational universe of education. The author reflects upon the role that the teacher plays in the process of knowing the pre-schooler, from that of searcher of knowledge, to that of interpretation. From the perspective of our review, we are interested in problematizing the possibility of transforming the didactic act in an experience of multidimensional communication in which the pre-schooler is more of a receiver of communicative action, being at the same time an active actor of his own development (Stan, 2014). This perspective comes in continuation to a sociology of childhood, which aims to transform the formative pedagogical effort into an act of co-development both of the group of pre-schoolers, and of the involved teachers. The main reflective effort is that of constituting the own relational autonomy of the child through means of the self-reflection as fundament of self-knowledge.

Self-knowledge, as an opening towards the relational autonomy, is the subject of reflection of the article signed by Otilia Clipa, on the social and emotional development of pre-schoolers. The author reviews the references regarding the particularities of social and emotional development of pre-schoolers, emphasizing the psychological and behavioural side (Clipa, 2014). The favourite theory which supports the argumentative approach of the author, is the classical one of attachment (Bowlby, 1980). From the perspective of our reflection on the epistemic nature of the new paradigms, which are infused in the early education, the model of the attachment represent the correlation between the construction of identity in report to alterity and the capacity of moral agent that the child will develop during his own circular process.

The multidimensional approach of preschool pedagogy includes the education for environment and health as a component of the early education (Muchacka, 2014). Eco-responsibility and responsibility towards own lifestyle during the pre-school is approached from the perspective of constituting a positive relationship between the world of individual life of the child, and the world of life itself. This eco-centrality of pre-schooler's education reaches a meaningful aspect of the new educational philosophy which aims to pass from a type of learning based

on information at establishing the framework for self-management of knowledge.

The emotional development and of social competences is considered to have a strong impact in the parental education programs (Bujorean, 2014). Preschool social competencies development can be understood from a social-constructionist perspective as being situated at the crossroads between the different instances of social construction of childhood, namely family, educational systems, alternative social environments etc. Setting parental abilities through counselling programs is carried out in a manner specific to appreciative education. Appreciative education – as constructionist model of education – puts accent on the elements of success previously experimented by the subject (as an individual or collective actor of educational communication) and the model of transfer of these successful experiences in the competences of development of the self-actualization potential.

It is not the purpose of this review to question all the perspectives contained in the volume, which is why we will remember them: Educația pentru sănătate, ca cel mai important element al educației peșcolare [Education for health, the most important element of preschool education] (Rog, 2014, pp. 55-64); Educația asistată de calculator, pentru schimbarea comportamentală [Computer assisted education, for behavioural change], chapter which draws the attention on the relationship between punishment and symbolic sanction (Șchipor, Șchipor, pp. 65-77); The Problems of Prevention and Psycho-Correction of Pre-School Teachers' Professional Burnout. [Problemele de prevenire și psiho-corectare a profesorilor din învățământul preșcolar din Burnout] (Koltunovych, 2014, pp. 79-104); Polish Teaching Education Standard Concerning Nursery School and Primary School Classes (First, Second and Third) [Predarea educației standard poloneze la grădiniță și în clasele de școala primară (întâia, a doua și a treia)] (Stawlak-Ososinska, 2014, pp. 105-116); Between Originality and Reflection – Creative and Critical Competences of Primary Education Teachers in the Global World [Între originalitate și reflecție-Creație și competențe critice ale profesorilor de gimnaziu din întreaga lume] (Czaja-Chudyba, 2014, pp. 117-130); Teacher's Competences in the Field of Information Technology and Computer Science [Competențele profesorilor în domeniul tehnologiei informației și Informaticii]

(Muchacki, 2014, pp. 131-137); Topical Issues of Pre-School Teachers Training for Work with Children in Ethnocultural Environment of Bukovyna [Probleme de actualitate ale profesorilor din învățământul primar de formare pentru lucrul cu copii în mediul etno-cultural al Bucovinei] (Oliynyk, 2014, pp. 139-163); Pedagogic Training of Undergraduates in Higher Educational Institutions of Non-Pedagogical Orientation: Theoretical and Practical Aspects [Instruirea pedagogică a studenților din Instituțiile de Învățământ Superior de orientare non-pedagogică: Aspecte teoretice și practice] (Machynska, 2014, pp.165-171); Prejudice as a Determinant of Academic Mobility of Polish and Ukrainian Students? [Prejudiciul ca factor determinant al mobilității academice a studenților polonezi și ucraineni?] (Lewcka-Zelent, 2014, pp. 173-181) și Professional Computer Science Competences in the Era of Information and Knowledge [Competențe de informatică profesională în era informației și cunoștinței] (Muchacki, 2014, pp. 183-192).

Instead of conclusions

We are pleased to state in this review that the volume presents an exceptional contribution to a multidimensional and multi-paradigmatic model of the education of pre-schoolers, which is based on a constructionist epistemology, whose substrate is the fact that pre-schooler is an actor centred on communicational interactions from education, and not a passive one.

We invite the ones interested in constructionist models of education to read this volume, while we are citing it in a constructionist manner, but that can also be read in a post-modern, transmodern manner, one of childhood sociology, of classic pre-school pedagogy, as well as other possible epistemic keys. The epistemic dialogue opened by this volume recommends it, in our opinion, as being an up to date transdisciplinary approach.

References

- Bowlby, J. (1980). Loss, sadness and depression. Attachment and loss (vol. III). N.Y.: Basic Books.
- Bujorean, E. (2014). The Development of Emotional and Social Competences in Pre-Schoolers. The Impact of a Guidance

- Program for Parents (pp.43-54). In Clipa, O., Olinek, M., Syawiak-Ososinsk, M. (2014). *The Actual Problems of the Theory and Practice of Modern Pre-school Education in Poland, Romania and Ukraine*. London, UK: Lumen Media Publishing.
- Clipa, O. (2014). Social and Emotional Development of Pre-Schoolers (pp.19-31). In Clipa, O., Olinek, M., Syawiak-Ososinsk, M. (2014). *The Actual Problems of the Theory and Practice of Modern Pre-school Education in Poland, Romania and Ukraine*. London, UK: Lumen Media Publishing.
- Clipa, O., Olinek, M., Syawiak-Ososinsk, M. (2014). *The Actual Problems of the Theory and Practice of Modern Pre-school Education in Poland, Romania and Ukraine*. London, UK: Lumen Media Publishing.
- Clipa, O., Olinek-Chernevitsi, M. (2014). Introduction (pp. 5-6). In Clipa, O., Olinek, M., Syawiak-Ososinsk, M. (2014). *The Actual Problems of the Theory and Practice of Modern Pre-school Education in Poland, Romania and Ukraine*. London, UK: Lumen Media Publishing.
- Czaja-Chudyba, I. (2014). Between Originality and Reflection – Creative and Critical Competences of Primary Education Teachers in the Global World (pp.117-130). In Clipa, O., Olinek, M., Syawiak-Ososinsk, M. (2014). *The Actual Problems of the Theory and Practice of Modern Pre-school Education in Poland, Romania and Ukraine*. London, UK: Lumen Media Publishing.
- Koltunovych, T. (2014). The Problems of Prevention and Psycho-Correction of Pre-School Teachers' Professional Burnout (pp. 79-104). In Clipa, O., Olinek, M., Syawiak-Ososinsk, M. (2014). *The Actual Problems of the Theory and Practice of Modern Pre-school Education in Poland, Romania and Ukraine*. London, UK: Lumen Media Publishing.
- Lewcka-Zelent, A. (2014). Prejudice as a Determinant of Academic Mobility of Polish and Ukrainian Students? (pp.173-181). In Clipa, O., Olinek, M., Syawiak-Ososinsk, M. (2014). *The Actual Problems of the Theory and Practice of Modern Pre-school Education in Poland, Romania and Ukraine*. London, UK: Lumen Media Publishing.
- Machynska, N. (2014). Pedagogic Training of Undergraduates in Higher Educational Institutions of Non-Pedagogical Orientation: Theoretical and Practical Aspects (pp.165- 172). In Clipa, O., Olinek, M., Syawiak-Ososinsk, M. (2014). *The Actual Problems of*

- the Theory and Practice of Modern Pre-school Education in Poland, Romania and Ukraine*. London, UK: Lumen Media Publishing.
- Muchacka, (2014). (pp.33-41). Health Education and Environmental Education in Kindergarten. In Clipa, O., Olinek, M., Syawiak-Ososinsk, M. (2014). *The Actual Problems of the Theory and Practice of Modern Pre-school Education in Poland, Romania and Ukraine*. London, UK: Lumen Media Publishing.
- Muchacki, M. (2014). Teacher's Competences in the Field of Information Technology and Computer Science (pp.131-137). In Clipa, O., Olinek, M., Syawiak-Ososinsk, M. (2014). *The Actual Problems of the Theory and Practice of Modern Pre-school Education in Poland, Romania and Ukraine*. London, UK: Lumen Media Publishing.
- Muchacki, M. (2014). Professional Computer Science Competences in the Era of Information and Knowledge (pp.183-192). In Clipa, O., Olinek, M., Syawiak-Ososinsk, M. (2014). *The Actual Problems of the Theory and Practice of Modern Pre-school Education in Poland, Romania and Ukraine*. London, UK: Lumen Media Publishing.
- Oliynyk, M. (2014). Topical Issues of Pre-School Teachers Training for Work with Children in Ethnocultural Environment of Bukovyna (pp.139-164). In Clipa, O., Olinek, M., Syawiak-Ososinsk, M. (2014). *The Actual Problems of the Theory and Practice of Modern Pre-school Education in Poland, Romania and Ukraine*. London, UK: Lumen Media Publishing.
- Rog, A. (2014). Health Education as One of the Most Important Elements of Pre-School Education (pp. 55-64). In Clipa, O., Olinek, M., Syawiak-Ososinsk, M. (2014). *The Actual Problems of the Theory and Practice of Modern Pre-school Education in Poland, Romania and Ukraine*. London, UK: Lumen Media Publishing.
- Sandu, A., Ponea, S. (2012). *Appreciative teaching of philosophy as a form of applied philosophy*. In the volume of the international conference *INTED 2012 International Technology, Education and Development Conference*, session Pedagogical and Didactical Innovations, that took place in Valencia, Spain, between 5-7 March 2012. Volume published by IATED (International Association of Technology, Education and Development). ISBN: 978-84-615-5562-8 (abstracts), ISBN: 978-84-615-5563-5 (papers), Depósito Legal: V-630-2012.

- Șchipor, M. D., Șchipor, O. A. (2014). Requirements for Computer Assisted Improvement of Children's Behaviour (pp. 65-77). In Clipa, O., Olinek, M., Syawiak-Ososinsk, M. (2014). *The Actual Problems of the Theory and Practice of Modern Pre-school Education in Poland, Romania and Ukraine*. London, UK: Lumen Media Publishing.
- Stan, L. (2014). Getting to Know the Pre-Schooler: Theoretical Guidelines and Pedagogical Benefits (pp.7-17). In Clipa, O., Olinek, M., Syawiak-Ososinsk, M. (2014). *The Actual Problems of the Theory and Practice of Modern Pre-school Education in Poland, Romania and Ukraine*. London, UK: Lumen Media Publishing.
- Stawlak-Ososinska, M. (2014). Polish Teaching Education Standard Concerning Nursery School and Primary School Classes (First, Second and Third) (pp. 105-115). In Clipa, O., Olinek, M., Syawiak-Ososinsk, M. (2014). *The Actual Problems of the Theory and Practice of Modern Pre-school Education in Poland, Romania and Ukraine*. London, UK: Lumen Media Publishing.

Biodata



Antonio SANDU currently works as Professor Ph.D at the “Stefan cel Mare” University from Suceava, and as a Researcher at the Lumen Research Centre in Humanistic Social Sciences in Iași (Romania). He was a Postdoctoral Fellow at the Center for Ethics and Health Policy of “Gr. T. Popa” University from Iasi. He has a BA in Philosophy and another BA in Social Work from “Al. I. Cuza” University, an MA in Probation and Social Reintegration from “Al. I. Cuza” University, and a PhD in Philosophy from the “Al. I. Cuza” University in Iași (Romania). His main areas of interest include ethics, bioethics, social work, social philosophy. He authored more than 15 books in Social Work, Philosophy, and Applied Ethics, more than 8 articles in Scientific Journals covered in Thomson Reuters and more than 50 other scientific articles.