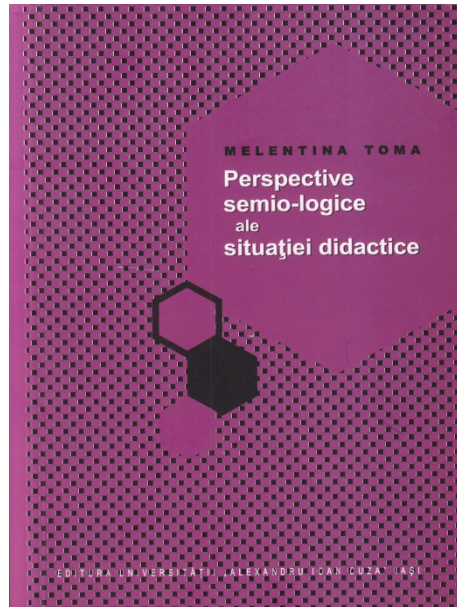


***Semio-Logical
Perspectives upon the
Didactic Situation***



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Melentina Toma. *Perspective semio-logice ale situației didactice*. Iași: „Alexandru Ioan Cuza” University Publishing House, 2012. Pp. 202.

The central issue of the book is the pattern of pedagogical situation and that of the semiotic situation applied to the education act as a whole, and no less in their sequences, offering valuable interpretations on the vertical and horizontal axis alike as concerns the engaged essential factors with their role to representing important instruments in analysing the education activity.

The *Ariadne fillum* of this tome emphasise the truth that the communication's learning within the didactic situation and the significance of logic in communication are two vital coordinates of developing both the educated people and the teachers having the duty to implement real values to the persons they must educate. Starting from the factors of the pedagogical situation as they are described by Olivier Clouzot, and by applying the semiotic situation proposed by Petru Ioan, the author proposes some situational paradigms, in a logic

and harmonious manner, following the educational factors, but also some other social and humanitarian manifestations.

A particular interest of the work signed by Melentina Toma presents the Chapter V that approaches the semiotic pattern within the artistic communication. It is a pattern through which we can value, on the ground of the differences regarding various domains, the artistic message, the personality of the creator, the multitude of the articulations that intertwine as concerns the choosing of a theme, the artistic message in its process of transmission, the used techniques. All of these contribute, finally, to the construction of a complex paradigm in the context of the artistic communication as an ensemble.

Semio-Logical Perspectives upon the Didactic Situation proves a high importance in the didactic, pedagogical and communicative horizons, putting in act a very welcome support for the interpretations of the paradigms to be operated on such a level of research.

Among the great themes that Melentina Toma considers in her analytic exposition, we just mention: *Illustrations of the pedagogical situation paradigm in the territory of education* (p.21); *Illustrations of the pedagogical situation through the study of logic* (p.69); *The valuation in the perspective of a situational hermeneutic* (p.124); *The interpretation of the plastic communication, within the interdependences of the system* (p.177).

By unifying this kind of scientific approach and by enriching the entire discourse with examples and figures about the hexadic pattern, the author highlights the significance of a clear explanation, in a general logic argumentation.

In its totality, the volume *Semio-Logical Perspectives upon the Didactic Situation* by Melentina Toma imposes itself like a worthy contribution to the modern activity of teaching-learning-communication, being usefully, by priority, for the professionals from the field of the humanities and the social sciences.