

## IMPORTANȚA ACTIVITĂȚILOR LUDICE ÎN CORECTAREA - DEZVOLTAREA LIMBAJULUI ȘI PERSONALITĂȚII ELEVULUI DEFICIENT MINTAL

[The Importance of ludic activities in correcting-developing the mentally deficient student language and personality], Prof. Ph.D. Ionuț VLADESCU, Editura Presa Universitară Clujeană, Cluj-Napoca, 2020, p. 78,

### BOOK REVIEW

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The volume *The Importance of ludic activities in correcting-developing the mentally deficient student language and personality*, having Mr. Ionuț Vlădescu as author, represents a relevant and useful scientific instrument addressing altogether the students and educational personnel of special and mass-learning, school counsellors, psychologists, psycho-teachers, even the parents, actually all those interacting at some point with students who present mental deficiencies/disabilities.

As the author himself says, this work wants to be an attempt to approach different aspects specific to the learning process in special schools, aiming to check and confirm the value of certain modalities of work meant to lead to identifying the best fit methods, means and procedures of streamlining the development and enactment process of the vocabulary of young students of special education.

Architecturally, the volume is structured onto three chapters and an introduction, playing the role of an argument, the conclusions, bibliographical references and annexes.

Chapter I, entitled **THEORETICAL BASIS** is the most consistent, being structured into three sub-chapters, namely: THE ROLE OF LANGUAGE, PARTICULARITIES OF LANGUAGE IN THE MENTALLY DEFICIENT INDIVIDUAL and respectively, LUDIC ACTIVITIES IN DEVELOPING THE PERSONALITY OF A YOUNG STUDENT.

In this context, the author extensively addresses the language functions, the relationship between language and the other psychic processes and functions, as well as a series of aspects regarding the evolution of language in children. It also briefly addresses language disturbances, such as: dyslalia, rhinolalia, dysgraphia, dyslexia, elective mutism etc. In the third sub-chapter, the author addresses the impact of different types of games within the process of psyche-physiological development of a young student.

CHAPTER 2, suggestively entitled THE METHODOLOGY OF RESEARCH, is dedicated to the investigative study made by the author, focusing on emphasizing the modality and degree at which ludic activities contribute to developing and correcting language and to shaping the personality of a mentally deficient student. Thus, the author attempts at demonstrating that: if within the activities of stimulating and compensating language we apply a series of adequate, various and scaled games, in relation to the age and individual; particularities of the students with mental disabilities, then the development of an active and accessible vocabulary it will be provided, as well as reasoning based on clear notions, on proper and conscious understanding of the words' meaning.

CHAPTER 3. CARRYING-OUT THE EXPERIMENTAL PROGRAM consists of a detailed presentation of the investigative approach carried-out throughout the three stages: ascertaining, improving and final, with the description of the educational games, of the used work instruments and of the results obtained.

The conclusions on the results obtained following the application of various educational games are the proof to confirm the hypothesis from where he started.

We should note the operational, pragmatic value of this work, the relevant and carefully selected examples having a fundamental role in understanding the subject addressed.

In conclusion, we can say that the volume submitted to review, based on a rich documentation (approximately 40 relevant bibliographical sources) and drafted in a clear and unitary manner represents a valuable work for the field of special psych-education and not only.