CHAPTER VI*

PERSONAL ACTUALIZATION
IN THE CLASSROOM

1. INTRODUCTION

The previous chapter focuses on a learner's **self-actualization** by attributing meaning via the various modes of learning and their respective modalities or functions. But this self-actualization must be accompanied by an adult for it to lead to "proper" adulthood. This accompaniment is **educating** and its most obvious manifestation is a **parent (adult) teaching his/her child** something. However, in a changing and technologically complex world, reference to an adult is not merely to a parent as primary educator.

Because of the increasing complexity of the world, the school arose as an institution to complement a parent in educating and preparing his/her child so that he/she can move into the modern, complex adult lifeworld as easily as possible. Thus, the school's task is continuing and completing the educating originating in the home as well as taking responsibility for interpreting, unlocking and clarifying the complex structures of reality for a child to enable him/her eventually to become a meaningful adult member of this reality. That is, for a child, schooling is a way to adult life (Langeveld) or is a bridge between the world of the child and the world of the adult (Van der Stoep). This chapter deals with the personal actualization of a child in a classroom. The focus is on how an adult **accompanies** a child's **self-actualization** as this occurs in school. Thus, it is meaningful to consider he relationship between educating and teaching. Van der Stoep (1973, p 12) says that educating a child is possible only by means of teaching. If so, **educating is actualized in teaching.** Hence, **the meaning of teaching is in the event of educating itself** (Van der Stoep, 1973, p 12).

One who is familiar with the structure of contemporary pedagogics knows that it is **didactic-pedagogics**, one of its part-perspectives, that primarily is responsible for studying the practice of giving

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* Slightly modified and edited by GDY.

lessons in school. This pedagogical perspective aims to understand the nature of a teaching situation and to describe its structure. Thus, its task is to discern and describe what generally holds true for **any** lesson situation. When these essential activities of a lesson are described and are structured in terms of their inherent relationships, the result is a **lesson structure** or **teaching model** (Basson et al., 1983, p 2). It is for this reason that Van der Stoep (1973, p 26) and Louw (1992, p 71) say that any didactical theory leads to a lesson structure or teaching model that is really a guideline for designing a particular teaching situation.

Basson (Basson et al., 1983, p 3) states that a lesson structure or teaching model must be **functional** by providing realistic guidelines for designing a lesson. According to him, the following four aspects should be considered individually, as well as in their relatedness, in designing a lesson:

1. **Subject content**
Subject content needs to be **reduced** to its essentials and **learning aims** formulated;
 2. **Aims of the phases of a lesson**
The reduced subject content now is **ordered** according to the specific **teaching aims** to be achieved during the course of a lesson;
3. **Lesson modalities**
Teaching and learning **activities** as well as supporting teaching and learning **aids** must be thoroughly planned. That is, the **ways** in which teaching and learning are to be **actualized** must be specified and planned.
4. **Lesson form**
The form of a lesson is determined by anticipating and planning which **teaching method(s)** are to be used in   coordination with which **didactic ground forms**. The choice of specific **methodological principles** as well as certain **ordering principles** give a final touch to the form of a lesson.

These four aspects are the basis for designing **any** lesson. Planning a lesson as a coordinated teaching and learning event includes reflecting on the **content**, **form** and the **didactic modalities** to be brought into play during the presentation of a lesson. Didactic accompaniment (teaching) by a teacher is directed to **unlocking** reality for a child in such a way that he/she will **understand** it and, on this basis, establish a meaningful lifeworld for him/herself. Such accompaniment clearly is directed to a **learning effect** he/she is to

achieve. **Teaching and becoming adult** (personal actualization) thus are an unbreakable unity in an educative teaching situation.

From a didactic-pedagogical perspective, for effective teaching and learning to occur, in designing a lesson a teacher must create a harmony between its form and content (Van der Stoep and Louw, 1984). Without considering this matter further, from the above, didactic-pedagogics has erected a very comprehensive and effective structure that is a scientific description of teaching as well as a structural basis (i.e., guideline) for designing any lesson.

Since personal actualization of a child-in-education is the area studied by psychopedagogics, if it tries to offer anything about the practice of designing and presenting a lesson, the possibility of exceeding its domain or of unnecessary overlapping with didactic-pedagogics arises. However, in this connection, teaching and giving a lesson are not a focus only for didactics and subject-didactics, but, as phenomena of educating, their coordinated illumination by **all** part-perspectives of pedagogics is implied (Sonnekus, 1977, p 2). Indeed, the possibility of a pedagogical part-perspective overstepping its terrain does not exist. This is because each part-perspective has as its area of study the **totality** of the reality of educating and the main difference among them is the **questions** each asks of that reality.

Because psychopedagogics is one of the **foundational** part-perspectives of pedagogics (along with the part-perspective of fundamental pedagogics), and, as such, does not have its own practice, it might seem that it only has a general (theoretical) value and thus cannot contribute directly to the practice of teaching. Thus, a question is whether psychopedagogics really can contribute to improving the practice of teaching. Stated otherwise, it also is asked in what ways does personal actualization occur by means of teaching in a classroom. However, it is important to emphasize that the aim of psychopedagogics in this connection is not to prescribe to didactic-pedagogics but rather to supplement didactic-pedagogical insights with psychopedagogical ones within a lesson structure.

2. PSYCHOPEDAGOGICS AND LESSON PRACTICE

Stated in broad terms, the aims of teaching are that:

* a child **learn** the content that is **taught**; and
* his/her **becoming adult** will prosper accordingly.

From these aims **teaching**, **learning** and **becoming adult** are not separate from each other; this also is because teaching does not make sense without a child learning. Therefore, the effect of teaching is observable in a child's learning (Sonnekus, 1977, p xiii).

Learning and **becoming**, the aims of teaching, also are **ways** in which the **psychic life of a child-in-education manifests** itself and this is the area studied by psychopedagogics. Consequently, it does have a responsibility regarding the practice of teaching, and its insights not only are relevant but even necessary.

From the above, it is clear **what** the aims are of teaching in a classroom. In addition to the overarching aims mentioned, each lesson has a specific **lesson aim** and **learning aim** (Van der Stoep, 1973, pp 27-30) that specify, respectively, **what** is going to be taught and **what** is going to be learned. The **lesson aim** refers to what a teacher is responsible for and to what he/she is going to do with the learning content so the learning aim can be attained. The **learning aim** refers to the learning activities that a teacher plans for the **learners**; it refers to what the learners themselves ultimately will be able to do if they appropriately master the particular learning content (Van der Stoep, 1973, p 29).

However, what these aims often do not make clear is **how** one ought to go about reaching them. Merely formulating aims in terms of **what** is to be attained is insufficient if there is not already an indication of **how** one can proceed. It is precisely regarding this matter of **how** that psychopedagogics makes a particular and necessary contribution to teaching practice.

Since psychopedagogics is interested in the **ways** (how) things occur in an educative situation, in the **ways** a child learns and becomes, its task and responsibility are to contribute to teaching practice with respect to learning and becoming. Psychopedagogical findings regarding the ways a child learns should be taken into consideration, especially in planning the lesson modalities. Only then can didactic-pedagogical and psychopedagogical insights **converge** to bring about a scientifically accountable teaching practice.

However, implementing psychopedagogical insights should not be separated from the following aims of presenting a lesson (Sonnekus and Ferreira, 1987, pp 310-313):

* **ultimate** educative or teaching aims:
      --from a psychopedagogical perspective, the eventual aim
        of all educating is to accompany a child to **proper adulthood**
        via the **adequate personal actualization** of his/her psychic life;
* **intermediate** teaching and accompanying aims:
      --to accompany a child to:
          -**stabilized** affective lived experiences
          -**ordered** cognitive lived experiences
          -**attributing sense and meaning** via normative
lived experiences.

* **immediate** (specialized) **learning** aims:
        --**affective** accompaniment to:
        -adequate **sensing**
        -adequate **attending**
       --**cognitive** accompaniment to adequate:
        -**perceiving**
        -**thinking**
        -**imagining and fantasizing**
        -**remembering**

* **immediate** (specialized) aims of **becoming:**
        --accompaniment to adequate:
        -**exploration**
        -**emancipation**
        -**distantiation**
        -**differentiation**
        -**objectification**

Thus, it is apparent that **psychopedagogics**, along with the **teaching aims** formulated by **didactic-pedagogics,** and the **educative aims** of **fundamental pedagogics**, each contribute their own series of aims to the practice of teaching. This, again, raises the question of whether psychopedagogics is overstepping its bounds. But the aims of psychopedagogics cannot be essentially different from the aims of the other two part-perspectives mentioned. The difference is in the fact that psychopedagogics does not say **what** ought to be achieved but rather **how** it can be attained. Thus, psychopedagogical aims are not so much directed to a **final result** as the others are but to a

way of doing. For this reason, it has **another type** of contribution to make to the practice of teaching than do the other part-perspectives mentioned. If it indicates the way, then attaining these psychopedagogical aims are a **precondition** for reaching the didactic- and fundamental-pedagogical aims.

From the above, the **necessity** for formulating psychopedagogical aims is clear. Omitting, ignoring or haphazardly taking them into account in preparing a lesson will, at most, lead to attaining the **educative** and **teaching** aims by chance, and, thus, such a practice does not rest on scientific grounds. This strategy can succeed but if it fails, a teacher is unable to give an account to him/herself of why it failed (Basson et al., 1983, p 3). Thus, psychopedagogical insights should not be applied in a haphazard way when designing a lesson. Provision must be made for formulating such psychopedagogical aims and goals, and their purposeful attainment must be **planned.**

Unfortunately, practice shows that there is seldom a real integration of didactic- and psycho-pedagogical insights. Indeed, it is especially a student teacher who often does not yet have the skills to allow the content and insights of the different pedagogical part-perspectives to converge in practice.

The problem or question that is raised is how can psychopedagogical findings used in natural ways by a teacher and student teacher in designing a lesson? To address this question, first another one is asked and answered: **what is the aim of designing and presenting a lesson?** Often it seems that a lesson is designed only with the aim of being able to **present** a "good" oe. Certainly, there is no fault with this, provided it is kept in mind that ultimately the quality of a lesson is not in the way it is **presented** but rather in the **effect** it has on the learners. If this is not considered, there is a danger that preparation only is done for the sake of the teaching (the presentation). The implication of this is that teaching for the sake of teaching occurs and, consequently, it becomes an end in-itself, and this ignores its real purpose.

Since the purpose of teaching is a learning **effect** aimed for, this aim must be considered in preparing the lesson. The primary **aim** of teaching in school is that a child **learns effectively.** Hence, teaching should be qualified as good, meaningful or effective only if a child has **learned effectively.** Thus, designing and presenting a lesson must result in adequate learning. Following Kachelhoffer (1983, p

10), in a teaching situation the emphasis shifts from a **teaching** or instructional approach to a **studying** or learning approach. What a teacher does **during** teaching is not as important as what the pupils are able to do **afterward**.

However, since the significance of teaching is in a learning effect, it is only after a lesson is presented and its **learning effect** is **evaluated** that its success and meaningfulness can be determined. The dilemma, of course, is that at the time the evaluation is done, it often is too late to make any corrections if the teaching has not had the desired effect. To anticipate this problem as far as possible, there must be purposeful planning for effective learning while designing a lesson. To be able to do this requires a sound understanding of the ways a child learns (see chapter V).

2.1 Psychopedagogics and designing a lesson

A lesson is given in terms of purposefully selected content with the aim that a child learns, masters and makes it his/her own (Sonnekus and Ferreira, 1987, p 286). Thus, a lesson situation has a clear **aim.** Above and beyond the overarching aim of a child's proper adulthood, there are distinct, specialized fundamental pedagogical, didactic-pedagogical and psychopedagogical aims. Teaching in a lesson situation is a pedagogic (i.e., educative) activity and thus it implicates the perspectives on education (and thus on teaching) taken by the other part-perspectives of pedagogics (Louw, 1992, pp 48-50). Even though the aims of the various pedagogical perspectives are distinguished from each other, in practice their joint attainment is striven for. In this way, there is an attempt to accompany a child to attain greater mobility regarding the content, to increase his/her skills and competencies to act, choose and judge. Hence, the aim of teaching is that a child learns to strengthen his/her grasp of reality (content) and establish a meaningful lifeworld for him/herself. If this learning aim is achieved, an elevation in the level of his/her behaving occurs, his/her becoming is actualized and he/she gradually progresses in the direction of adulthood.

Presenting a lesson should not be haphazard or spontaneous. It is a purposeful and planned activity that requires thorough preparation by a teacher and is directed to a child's learning activities. Preparing a lesson implies that a teacher **plan** to create a harmony between **form and content** (Van der Stoep and Louw, 1984, p 40) as

well as between **teaching and learning** (Sonnekus, 1977, pp 55-56). Thus, in his/her preparation, he/she is accountable for his/her interpretation of both his/her academic subject knowledge and his/her didactic-pedagogical knowledge in the light of the demands that the practice of teaching places on him/her (Van der Stoep and Louw, 1992, Chapter 5).

Since it is a teacher who designs a situation and initiates teaching, he/she is responsible for the events in his/her classroom. The core of this responsibility is to disclose the **meaning** of the content to his/her pupils. Thus, the lesson content is central both to preparing and presenting a lesson.

The choices of a theme, the correlated content and especially the ways a teacher deals with this content largely determine the success or failure of a lesson. In this connection, there are three matters (Van der Stoep, 1973, p 32) that should not be lost sight of in designing a lesson:

> * **reducing** the content;
> * **stating the problem** that a teacher identifies;
> * **ordering** the content.

A teacher must have substantive subject knowledge to disclose the implicit or inherent meaning of the content to his/her pupils. To do this, the content must be **reduced** so that only the **essential** facts (elementals, key or "big" ideas) that carry its sense and meaning remain. In the light of the learning aim, the facts need to be "purified" such that the pupils can be accompanied to learn the core of the matter. To put the content, and especially its meaning, within a child's reach, it must be reduced to its essentials (elementals) and expressed in language understandable to him/her. This requires mobility and flexibility on the part of a

teacher regarding his/her

subject knowledge as well as his/her knowledge of his/her pupils, their possessed experience or foreknowledge and the quality of their insights (Gouws, 1984, p 128).

Reducing the learning material requires that, in a search for essentials, there is a return to the **origins** of the learning content, that is, a return to the way it appears in the lifeworld of a child [pupil]; therefore, the essentials in terms of which a lesson is designed should at least be an implicit part of a child's foreknowledge or possessed experience (Sonnekus, 1977, p 26).

The selection and reduction of content for a lesson theme does not mean that the pupils to whom a lesson will be presented necessarily are interested in this theme. Van der Stoep (1973, p 38) points out that learning is most effective when a theme is presented in the context of a **problem.** Although a theme itself is not a problem, it contains an inherent problem(s)that must be brought to light in such a way that for the pupils it becomes a meaningful, important questions worth answering. Stating the problem should place the lesson content in a child's lifeworld. Then this will awaken his/her willingness to search, under the accompaniment of his/her teacher, for a solution to the problem and thus for the meaning of the content.

Further, a teacher should explicitly **order** the content because its meaningfulness to a learner is closely related to how it is ordered or organized (Van der Stoep, 1973, p 41). Of particular importance in this connection is that ordering the content link up with a child's own cognitive, order-directed lived experiences because this link promotes learning.

In addition to reflecting on how he/she should deal with the **content** of a lesson, it also is necessary that he/she considers and plans its **form.** It is the **didactic ground forms** (play, conversation, example, and assignment), the **methodological principles** (inductive and deductive), the **principles of ordering** the learning material (e.g., linear, chronological, symbiotic) and the **teaching methods** (tell, relate, question-and-answer, free activity, demonstration, etc.) that give form to a lesson. Also, it is the **didactic modalities**, the **modes of learning** and the **learning aids** that put a lesson into motion and that, therefore, must be planned for each of the six phases of a lesson (Gouws, 1984, p 129). These phases are considered below.

It is especially with respect to planning which modes of learning are to be actualized that psychopedagogics can and should contribute to a lesson practice. The following discussion of this issue assumes

that a teacher has a thorough understanding of how a child learns (see chapter V).

According to Louw (1992, pp 88-91), the form in which the content is presented not only depends on its nature but also on the nature of a child to whom it is presented. Therefore, the form of a lesson should be in harmony with the ways a child learns. Consequently, a teacher should try, through his/her teaching activities, to complement a child's learning. In designing a lesson, a teacher should not leave the question of the modes of learning to chance (Van der Stoep, 1973, p 55) and, therefore, he/she must have a good understanding of the ways it occurs. (Again, see chapter V).

A child learns by means of a variety of **modes of learning**, each of which fulfills many **learning functions.** Thus, teaching directed to a child's learning requires that, in preparing a lesson, opportunities be created to fulfill the functions or modalities of the relevant modes of learning. To ensure adequate learning, as far as possible, the first question a teacher should consider in designing a lesson is not about his/her way of presenting but rather about the ways his/her pupils will learn the particular subject content. After selecting the content, a teacher decides which modes of learning and their functions will achieve the desired learning effect. For example, when **perceiving** (Sonnekus and Ferreira, 1987, pp 115-119) is prominent in a learning event, provision should be made for **globally identifying, analyzing, synthesizing and ordering** (i.e., for the modalities of perceiving) during the presentation of a lesson. When **thinking** (Sonnekus and Ferreira, 1987, pp 119-122) is the mode of learning by which the best learning effect can be attained, opportunities should be created for **stating and solving a problem, concept formating, abstracting and ordering.** Only after a teacher has ascertained the relevant learning modes and functions can he/she further plan a lesson.

The reduction and ordering of the content, stating the problem, as well as the choice of basic forms, methodological principles, teaching methods, etc. should not rest solely on the unique nature of the subject matter but they also should be based on the modes and modalities of learning that are to be actualized in each phase of a lesson. Only then will the pupils' needs, potentialities and levels of becoming (development) be considered in planning a lesson, thereby increasing the likelihood for its success (Crous, 1984, p 23).

The **success of teaching** is not measured by a teacher's activities but rather by the **quality of the learning effect achieved** by the pupils (Kachelhoffer, 1983, p 12). Thus, an overarching aim of teaching is adequate learning and, therefore, in formulating a **lesson and learning aim,** there should be an indication of the modes and functions (modalities) of learning that can be actualized. For this reason, it is necessary to formulate a learning aim(s) in terms that can be **operationalized** as **practical, feasible learning activities.** From such a formulated learning aim(s), the precise modes and modalities of learning as well as the complementary **teaching activities** can be indicated.

The following learning aims illustrate the above exposition (Slabbert, 1983):

At the end of this period, the pupils ought to be able to:

* **name, write down** and **draw** different parts of a flower;
* **identify** the different parts of a flower;
* **describe** the function of each part of a flower;
* **dissect** a flower to **show** each of its parts.

With such a formulation of learning aims, the learning activities that the pupils must carry out are revealed and in this light the modes and functions (modalities) of learning and the teaching activities are inferred. The above is tabulated as follows:

Learning	Mode of learning	Learning modality (function)	Teaching activity	
Name	Remember	Make present	Prompt, tell, repeat, ask questions	
Write down	Remember	Make present	Prompt, tell, repeat	
Draw	Imagine	Creatively represent	Demonstrate	
Identify	Perceive	Globally identify	Point out	

Describe	Remember	Make present	Narrate, explain
Dissect	Perceive	Analyze	Demonstrate
Show	Perceive	Globally identify	Point out

Hence, **perceiving, remembering** and **imagining** are prominent in a lesson having the above learning aims. Consequently, a lesson design should revolve around the functions of these ways of learning. When a lesson modality is designed, it should be planned in such a way that the **learning activities** and the **teaching activities** are brought into harmony. Thus, this harmony between teaching and learning can be accomplished via the **modes of learning and their modalities.** An additional advantage of correctly formulated learning aims is that they not only direct the pupils' learning, but they serve as guidelines for **evaluation.** According to Kachelhoffer (1983, p 13) correctly formulated aims are the basis for evaluation because during evaluation the pupils are expected to do what the learning aims require of them.

Ultimately, a lesson design is set into motion through teaching or accompanying in a classroom. By first determining the relevant modes of learning, it also can be deduced how his/her accompaniment ought to proceed. Thus, he/she can determine when he/she must accompany affectively (affective modes of learning--sensing and attending) and when to do so cognitively (cognitive modes of learning--perceiving, thinking, imagining, fantasizing, remembering). Further refinement also is possible. When **thinking** is to be actualized, a teacher might plan his/her accompaniment primarily around a number of questions, while when **perceiving** is to be actualized, he/she might plan to demonstrate, to analyze, to elucidate and to clarify.

After the content that is going to be presented is delimited, the lesson design ought to have its point of departure in the ways a child is going to learns the content. If this is the point of departure, the rest of the design and ultimately also its presentation will be in harmony with a child's learning.

2.2 Psychopedagogics and presenting a lesson

Psychopedagogics not only offers information about how a child learns but also about how he/she should be accompanied so he/she can learn adequately. As already indicated, there is a direct relationship between the ways a teacher accompanies and the ways a child gives meaning and thus learns. For this reason, while designing a lesson, these ways of accompanying/guiding a learner are planned and then implemented when a lesson is presented.

 A lesson design that takes its point of departure from the modes of learning and is further constructed around the phases of a lesson provides a teacher with a **structure** in terms of which his/her teaching can progress. However, in presenting a lesson, this structure must be set into **motion,** and this can be done only by a teacher's **accompaniment** and a child's **active participation** or **self-actualization.** Within each of the six phases of a lesson, the way, or ways of accompanying (affective, cognitive, normative) most relevant for actualizing learning should be implemented.

According to Basson et. al. (1983, p 21), the following **aims of the phases of a lesson** are distinguished:

> * actualizing (recalling) foreknowledge;
> * stating and formulating a problem;
> * exposing (presenting) the new subject content;
> * actualizing (controlling) the new subject content;
> * functionalizing (applying) new insights;
> * evaluating insights.

Each of these aims is an important aspect of planning the **course** of teaching. The aim of each phase is a teaching aim that a teacher should strive for and in terms of which his/her pupils must show specific achievements. Each one of these aims is now elucidated primarily from a psychopedagogical perspective but also from a didactic-pedagogical view. (With respect to the didactic-pedagogical insights on this topic, there is no claim of completeness, and the reader is referred to the existing literature--see, e.g., Basson et al, 1983, pp 21-28; Van der Stoep, 1973, pp 171-182).

2.2.1 Actualizing foreknowledge

Didactic-pedagogics unanimously views actualizing foreknowledge as the beginning or first phase of a lesson. During this phase, the pupils are made aware of their existing knowledge of relevance to a

lesson theme or content. The aim is to stimulate them and awaken their interest by linking up with what they already know. Thus, at this stage of a lesson, a teacher searches for meaningful relationships between foreknowledge and the (yet to be presented) new knowledge to ensure that adequate meaning will be attributed to the new content.

A teacher should not merely assume that previously presented themes or topics exist explicitly as foreknowledge. Thus, his/her first task is to assist the pupils to become confident and flexible with respect to such possessed knowledge (Basson et al., 1983, p 22). Based on his/her **reduction** of the new content, he/she identifies and anticipates a relevant field of foreknowledge that he/she can take as his/her starting point and by which meaningful relationships can be made between the existing and the new knowledge. The foreknowledge actualized in this phase need not be **subject content,** but it ought to be familiar to the pupils from their **experiences.** That is, this first phase should begin with the pupils' **everyday lifeworld** and this primarily involves "life content" and not so much "learning content".

For success in his/her aim of actualizing foreknowledge, a teacher should actively involve his/her pupils in this phase as much as possible. Only then will he/she be able to decide if they have the relevant foreknowledge at their disposal. If they do not, he/she must attend to the gaps that have come to light (Basson et al., 1983, p 22).

The above indicates **what** is expected from the actualization of foreknowledge viewed from a **didactic-pedagogical perspective.** However, from a **psychopedagogical perspective**, an answer must be provided to the question of **how** such relevant foreknowledge can be actualized. A lesson is set into motion by the teaching and learning activities; therefore, the ways a teacher **accompanies** his/her pupils and how they **actualize their learning** should be considered.

Since this phase involves recalling foreknowledge, it is logical to expect that by means of **remembering,** the pupils will **make** the relevant foreknowledge from their possessed experience **present** (Sonnekus, 1977, p 57). Since remembering is a **cognitive** mode of learning, in this respect a teacher's **cognitive accompaniment** plays a prominent though not exclusive role. Consequently, a teacher should direct an appeal to the modality of remembering called

"making something present", e.g., by asking **questions**, by naming a **familiar** example, or by **recalling** facets of previous themes. The aim is to put in the foreground the relevant lifeworld content with which his/her pupils are well acquainted and, in this way, to awaken in them **feelings** of confidence and stability. Therefore, he/she should guard against this lesson phase degenerating into an **evaluation** of his/her pupils' knowledge of a previous lesson. Such a strategy might have the exact opposite effect, especially when it is evident that they do not have at their disposal the necessary or expected mobility with respect to the content. Thus, it is evident that a teacher's **affective accompaniment** to stabilize his/her pupils' emotional lived experiencing is his/her immediate psychopedagogical aim in this phase of a lesson. This is because the resulting emotional stability creates a **learning readiness** in his/her pupils and a way then is paved for their cognitive involvement with the new content.

However, it is not only remembering that is relevant to this first phase of a lesson. By a teacher's direct questions, narration, etc., his/her pupils' remembering is actualized and certain content, matters, and events from the past again are placed in his/her pupils' awareness. Thus, they become **aware** of a particular slice of reality and in this way their wondering, astonishment, interests, etc. are awakened and if their **sensing** is **stable**, the course of adequate cognitive learning is initiated and supported (see Chapter V).

From the totality of a pupils' possessed experience, what is relevant to the new content to be presented is referred to as foreknowledge and it is this foreknowledge that he/she **selects** for his/her pupils to remember. In this way, **attending** (as a selective activity) is activated and directed to the new content (as a sharpened intention to learn). Thus, especially **sensing** and **attending** are prominent in this phase and are foundational to and sustaining of **remembering**, the mode of learning at the core of this phase. However, once again, the modes of learning are at a child's disposal at any time and function as a totality (Sonnekus and Ferreira, 1987, p 298).

Since the primary aim of this first phase of a lesson is to make the pupils **ready** to actualize their modes of learning, a teacher also should take care to create an atmosphere conducive to this. In this regard, even the way he/she greets his/her pupils and his/her attitude and disposition during a lesson can promote or impede the teaching event. Therefore, it is necessary that he/she establish a

warm, intimate, and trusting lesson climate within which his/her pupils lived experience the emotional stability that makes adequate learning possible.

2.2.2 Stating and formulating the problem

From a **didactic-pedagogical** perspective, the transition from one phase to the next should be natural; also, a lesson eventually should form a meaningful whole and not be a number of discrete phases. Hence, it is important that stating and formulating the problem connect with and flow from the foreknowledge phase.

As already indicated, effective learning occurs best when pupils are confronted with a problem that gives rise to a meaningful, conspicuous question that is worth the trouble of answering (Van der Stoep, 1973, p 38). From the previous lesson phase and the familiar content remembered within it, the pupils must be guided so that they are faced with something that is **problematic** for them. This is because a problem makes them aware of the **incompleteness** of their existing knowledge or understanding of it (Basson et al., 1983, p 23).

At the beginning of a lesson, the point of departure is familiar and known life content, and it is from this that the problem should arise. That is, as far as possible, the problem should have its origin in the pupils' lifeworld. By stating the problem, the learning content is placed at the center of the pupils' lifeworld. In this way, stating the problem is the **intersection** between the familiar (old) and the new, as well as between life- and learning-content.

Unfortunately, it is common practice merely to announce the **theme** at the beginning of a lesson (e.g., "today we will learn how to borrow in subtraction") and the teacher merely assumes that the problems inherent to such a theme speak to the pupils and that they necessarily are interested in them. Announcing the theme often offers them no personally meaningful problem and then they have no desire to learn anything more about it. Consequently, in stating the problem, a teacher should formulate the learning aim in such a way that it is experienced by the pupils as a meaningful problem or question the answer to which they are motivated to know because of the tension arising from their awareness of the discrepancy between what they know and what they **need** to know (i.e., the incompleteness of their knowledge about the topic).

However, this does not mean that they merely experience the problem the teacher has formulated as a question. It ought to be formulated so that it is slightly above their level of becoming but still within their field of interest, i.e., within their zone of proximal development (Vygotsky, 1986, p 187). By discovering their **deficiencies** in what they know, they will begin to ask questions and adopt the problem as their own; hence, when possible, the pupils should formulate the problem in their own words (Basson et al., 1983, p 23). This is how an attempt is made to awaken their **willingness** and desire to search for a solution to the problem.

From a **psychopedagogical perspective**, stating the problem awakens the pupils' **willingness** and especially connects the **goal-directed** function of willing (motivation) to the **learning aim**. However, a precondition for this is that they experience emotional stability because such stability supports their **willingness** to learn (sensing), and consequently, **sharpens their learning intention** (attending) such that they can proceed to solve the problem by **thinking**.

The **psychopedagogical aim** during this phase is to actualize the pupils' **willingness** while **attending** and **thinking** (a cognitive mode of learning) are actualized. The pupils now are **directed** to attend to and think about the problem. In the following phase of the lesson, the modes of learning are focused on solving the problem.

2.2.3 Exposing the new subject content

According to **didactic-pedagogics**, after the problem is stated by the teacher and is experienced as a real problem by the pupils, this phase aims to lead to a solution of the problem. This phase entails presenting or exposing the **essentials** of the new subject content that a teacher arrived at in **reducing** the content. Thus, the aim of exposing the new content is to present the pupils with what they must know to solve the stated problem (Basson et al., 1983, p 24). Here a teacher should not be impatient; further, he/she should let his/her pupils use their **own** devices in searching for a solution. Also, he/she should monitor whether they **feel** prepared and ready to open themselves further and learn to know and control the new content (Sonnekus and Ferreira, 1987, p 301).

During actualizing foreknowledge (the first phase), there is great reliance on the pupils' possessed experience, and, hence, their

everyday lifeworld is the point of departure. Stating the problem (the second phase) also has its origin in their lifeworld and it is a point of contact between the old and the new content. Now, during this exposition phase, **a transition from life content to the learning and subject content** should occur. For this reason, a teacher unlocks the new essentials for his/her pupils in such a way that the solution to the problem gradually becomes evident to them (Van der Stoep, 1973, p 174). At this point, an example or examples can be **demonstrated by** the teacher or there can be a **joint demonstration with** the pupils to facilitate the solution of the problem. In this way, he/she helps his/her pupils attain a solution to the problem quickly and effectively (Basson et al., 1983, p. 24). During this phase, the **methods** of question-and-answer, class discussions, etc. often are used in guiding the pupils to **form concepts** (Van der Stoep, 1973, p 174).

During this phase , the pupils' **active involvement** is necessary since they **themselves** must attain cognitive control of the new content [elemrntals]. That is, they must **learn** how to be involved with this content.

From a **psychopedagogical perspective,** they should be guided by a teacher to learn on a cognitive or conceptual level (Gouws, 1984, p 141). By a teacher intensifying their attending, they can proceed to a **cognitively ordered lived experiencing** of the new content. Then the modes of learning can be focused on their learning the new content that also is the **solution to the problem.** In this way the pupils **lived experience** the new content and by attributing meaning to it, they become integrated into their existing possessed experience as something **meaningfully** related to a real problem that they have accepted as their own.

Although it is the pupils themselves who learn, and, therefore, self-actualization is very prominent, the teaching activities (accompanied actualization) should be in **harmony** with the specific modalities (functions) of the modes of learning actualized at each moment of the lesson. All activities as well as all teaching and learning aids that might be used should **purposefully** be directed to **effective learning.** Thus, the **cognitive modes of learning** will be prominent during the exposition phase and, therefore, the teaching activities ought to be characterized as **ordered, cognitive accompaniment.**

There is no doubt that a teacher should display a great deal of care and thoroughness in planning this phase of a lesson. Even so, there is no guarantee that the pupils will arrive at an insight into the new content or that they will be able to independently solve similar types of problems. Therefore, the aim of the following phase is to **check** if they have acquired the desired insights and if not to immediately remedy this.

2.2.4 Actualizing (controlling) the new subject content

From a **didactic -pedagogical perspective**, the aim of exposing the new content is to provide the pupils with what they need to know to solve the previously stated problem. However, it should not merely be assumed that they have reached this aim. According to Basson et al. (1983 p 25), in general, it will be found that most of the pupils have broken through to insight and that they can proceed to further **exercise** (practice) this insight with respect to **new and varied problems.** However, there also is the possibility that some of the pupils have not yet attained insight and, therefore, they need to be given the opportunity to practice **to** insight.

Thus, this phase also involves checking the pupils' insights into the essentials of the content, i.e., the immediate learning effect (Gouws, 1984, p 142). At this point, it must be determined whether they understand and whether they are able to solve the problem in terms of the new content that have just been unlocked for them. Consequently, in this phase there is mention of the pupils reviewing the essentials, summarizing and schematizing them, as well as practicing **of** insight and practicing **to** insight (Sonnekus, 1977, p 63). The checking can be done during or after the presentation through asking questions, through gradually completing or filling in a prepared piece of work, etc. (Van der Stoep, 1973, p 176). However, one must guard against confusing question-and-answer as a **method of presentation** with this same **method as checking.** The aim of controlling, or actualizing the new subject content, is to check on the teaching effect of the presentation (Basson et al., 1983, pp 25-26). It must be certain that all pupils have attained the desired level of insights since future themes often are built on them. Without the desired or expected insights, there cannot be a transition to functionalizing (see the next phase). Thus, checking for individual insights into the essentials of the new learning material is characteristic of this phase of the lesson (Gouws, 1984, p 142).

According to Sonnekus (1977, p 63), **for psychopedagogics** this phase has to do with checking on the entire course of the lesson to this point. Specifically, this involves a check on the **stability** of the pupils' emotional lived experiencing as well as the **orderliness** of their cognitive lived experiencing to determine the state of their **lived experiencing of meaning.** For this reason, any review of the essentials or **practicing of** and **to** insight cannot amount to drill work, repetition, or forming associations. Rather, a teacher should try to ensure that his/her pupils lived experience the content as **meaningful** and that they become integrated into their possessed experience. In this light, **remembering** will figure prominently in this phase and the modalities (i.e., putting in the present and integrating) of this mode of learning must be considered. Thus, the relationship between the new learning material and possessed experience becomes resolved.

2.2.5 Functionalizing new insights

For **didactic-pedagogics**, the aim of this phase of the lesson is to firm up and to put into functional use the insights the pupils have acquired through the exposition of the new content (Van der Stoep, 1973, p 177). Functionalizing ultimately implies application and it involves the formative value of the learning content with the view of transferring and applying it to new situations (Sonnekus and Ferreira, 1987, p 304).

According to Basson et al. (1983, p 26), the pupils should now be helped to free themselves from a dependence on the example or examples used during the exposition phase. Where initially examples were shown by the teacher or jointly with the pupils, now the pupils themselves must practice, apply and achieve. By integrating the old and the new, they can attain greater mobility and confidence with respect to the content. Thus, it is expected that they will transfer and apply their acquired insights and knowledge to areas and problems other than the examples by which they originally acquired them. In contrast to the control of the new content, in this phase there is an attempt to evaluate the pupils' insights and proficiencies in new situations (Basson et al, 1983, p 27).

Viewed **psychopedagogically**, functionalizing implies that the degree to which the pupils have come to **lived experience meaning that** now

is embodied in their behaviors. Against the background of the new structures (meanings) , now integrated into their possessed experience, all modes of learning are mobilized to explore related areas and to solve new problems. The pupils themselves must productively and creatively **actualize** their learning potentialities, and, in this way, their lived experience of meaning is broadened and deepened and once again integrated into their possessed experience.

2.2.6 Evaluating insights

According to **didactic-pedagogics** evaluating (testing) the pupils' insights and understanding of the essentials of the learning material after the end of the theme or after a lesson or series of lessons is a necessity. The pupils' own thoughts, creations, activities, or experiences regarding the content need to be evaluated, and a teacher should provide for this evaluation beforehand in his/her lesson design. The aim of evaluating is to **compare** the achievement of the pupils as well as to provide them with the opportunity to **discover** for themselves.

Evaluating helps a teacher form an image of his/her pupils' work. Problems of individual pupils and problems experienced by the whole class regarding a particular part of a work possibly can be indicated by a test (Basson et al., 1983, p 27).

By evaluating, a teacher determines:

> * the pupils' readiness for further progress in the subject;
> * the quality of a teacher's presentation (unlocking);
> * which pupils need remedial help (Van der Stoep,
>   1973, p 180).

Evaluation has the additional advantage of providing the pupils with the assurance that they have attained the expected level of achievement or that it is still lacking. Irrespective of the form of the evaluation, a teacher should be confident that it reflects the pupils' insights into and handling of the essentials of the learning material (i.e., that the evaluation is valid).

During evaluation, the pupils are given the task of solving pproblems, making applications, searching for relationships or drawing conclusions by means of self-activity, all by virtue of their insights (Gouws, 1984, p. 144). Thus, they must give evidence that

they can manage the learning content without a teacher's assistance and accompaniment. Hence, evaluation is necessary since it is the only way to determine if the aims of the lesson or series of lessons have been attained.

Since giving meaning is a matter central to the pupils throughout the lesson, evaluation, from a **psychopedagogical perspective**, refers to the meaningfully lived experienced learning content that has become integrated into their possessed experience. This implies that the ways in which the psychic life and learning have been actualized during the lesson are considered. Evaluation aims to determine the **elevation in level** of the pupils' personal actualization and thus in the elevation of their learning and becoming. In other words, this involves an evaluation of the pupil's behaviors resulting from their learning and becoming (Sonnekus and Ferreira, 1987, p 306). Evaluation does not merely involve determining a score or percentage on a test or examination but that it involves determining the meanings the pupils' have attributed or given to the lesson content.

3. SUMMARY

Designing and presenting a lesson require a convergence of didactic-pedagogical and psychopedagogical insights. Since teaching aims at a child's effective learning, while designing and presenting a lesson there necessarily is a close linking up with insights into the ways pupils learn. Thus, the modes and modalities (functions) of learning are an integral part of designing a lesson. Also, during the presentation of a lesson, a harmony between the teaching activities of a teacher and the learning activities of the pupils continually must be striven for. A lesson that is purposefully designed and presented in this way ought to promote the pupils' adequate attribution of meaning and thus their adequate personal actualization.

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