

SUMMARY

THE TRANSITION FROM PRESCHOOL CHILD TO SCHOOL CHILD: A PSYCHOPEDAGOGICAL PERSPECTIVE

By

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In view of an intensified interest of educational practitioners in educating preschool children and school beginners, the following question arises: How is a transition from being a preschool child to a school child realized; and more specifically, how does he/she actualize his/her psychic life potentialities during this transition?

There is a wealth of empirical data concerning the “growth and development” of 3- to 7-year-old children in the literature on child development. However, absent from most of these studies is any accountable child [philosophical] anthropology, and there is a total lack of any accountable psychopedagogical theory. This study is aimed at contributing to filling these gaps.

On the one hand, it is shown how a preschool-child-in-becoming announces or presents him/herself in everyday life. Specific attention is given to the ways in which he/she shows his/her given personal potentialities in his/her *becoming* and *learning*. On the other hand, it is shown what parents and teachers must do to accompany this child in this phase of life so that he/she can become all that he/she can and ought to be.

To penetrate to the essences of this two-fold problem, a phenomenological approach is used to address this transition itself

and describe its essences. To illuminate, order and structure the problem, while avoiding unnecessary complexity, only one psychopedagogical category is used, i.e., *experiencing*. However, to prevent this from oversimplifying the problem, the interrelationships and coherence of experiencing and the other modes of actualizing becoming and learning continually are indicated. A justification for this choice is that to experience implies actualizing the potentialities of the psychic life. Thus, an image of the experiential world of a preschool child becoming a school child resulting from actualizing his/her psychic life potentialities is described.

The findings lead to recommendations with implications for fundamental pedagogics, didactic pedagogics and psychopedagogics. Recommendations also are made regarding the preparation of preschool teachers and teachers of beginning pupils as well as the establishment of a compulsory transitional year between a preschool and a primary school. It is believed that if these recommendations are implemented, the provision of such support to the children will enable them to make the transition from preschool to primary school by adequately actualizing his/her psychic life potentialities.