

CHAPTER ONE

AN ESSENCE ANALYSIS OF THE EDUCTIVE TEACHING SITUATION

1. INTRODUCTION

Without a doubt, it is characteristic of a human being that he/she educates, is educated, lends him/herself to educating, and that he/she learns. The family is the most primordial field of educative teaching, where parents/adults and children communicate with each other. By virtue of a child's need for help, and of the parents' norms and values, authority, and status, the two parties are dependent on each other in an educative situation. In the family educative situation teaching, and learning are actualized in terms of norms, by which a child becomes involved in the life and world of an adult. This event has its beginning in family life, firstly, because it is the natural place where a child can learn, because of his/her security, and of the safe place within which he/she dwells; second, it must be kept in mind that, **essentially, a child is someone who wants to be someone him/herself.** To want to be someone, is to want to become an adult. This means to **know** and to be able to make decisions independently, and on one's own responsibility. To be able to do this, he/she must learn certain skills, and other life contents which are valid in the cultural pattern within which he/she is born. Without the help of an adult, a child cannot progress on a course which leads to adulthood.

This assistance given by an adult to a child becoming [adult] occurs within a situation. It is a human situation which must be established (designed, constituted) by these participants (persons). Also, they must accept responsibility for its course, and eventual (ultimate) aim. From the discussion so far, this human situation involves someone (adult) who **teaches educatively**, and someone (child) who **learns**, and it is called an educative teaching situation. However, this situation will not be gone into any further now because its entire structure in family life, as well as in school, is considered in section 3.3.

Although most of the themes seem to be familiar, invariably there are concepts used which possibly are less familiar. A student should be sure that he/she understands the concepts well and, in doing so, make his/her further study of didactic pedagogics easier, and more enjoyable. A student who encounters these concepts for the first time usually finds them difficult to understand. This immediately creates the impression that didactic pedagogics is a difficult subject. However, this is not so, provided a student and lecturer make sure that the concepts used are understood, and explicated clearly. Therefore, it is necessary to first clarify some concepts.

2. CLARIFICATION OF SOME CONCEPTS

2.1 Education (Pedagogics)

Education is the knowledge, doctrine or theory of the phenomenon “educating”. In other words, pedagogics is the science of the event of educating. Its area of study is the educative event itself, as it appears in educative situations. It also is the science of educative activities. Its primary task is to learn to know the phenomenon of educating, an event which occurs only between and among persons. “Pedagogic” is a comprehensive concept derived from the Greek “paidagogia”, which means guiding/accompanying a child. Again, guiding a child is derived from the Greek “pais”, meaning child and “agien” that means to lead or allow to act. Thus, ‘paidos agien’ means to lead a child or to show him/her the way to somewhere. In the lifeworld (also see Chapter Four) of a person, guiding a child always occurs in an educative relationship actualized in a series of educative situations known as the event of educating. In these situations, adults and non-adults are dependent on each other for the sake of bringing up, helping and guiding children to their destination. From the above description, pedagogics is the science of the educative situation or of the educative relationship between adults and non-adults. Pedagogics is divided into the following part-disciplines:

- (a) Fundamental pedagogics.
- (b) Didactic pedagogics.
- (c) Psychological pedagogics (Psychopedagogics).
- (d) Sociopedagogics.
- (e) Historical pedagogics.
- (f) Therapeutic or Orthopedagogics.

2.2 Science of teaching (Didactics)

The word “Didactics” is derived from the Greek “didaskhein”. It means **to instruct** or to **make something clear** to someone so he/she will **learn**. The word “didactics” (or science of teaching), thus, refers to a science, doctrine, or theory about how someone clarifies something to another so he/she can understand it and, thus, learn it. **Persons always** clarify things for each other, by which they then learn from each other. This event occurs daily in the lives of all persons, and in all areas of life. Viewed more closely, there is **someone who teaches, something** which is made clear, and someone who **learns**. Thus, the concepts **teaching** and **learning** must be viewed as **correlates**. A person cannot merely teach; he/she always teaches **someone** “something” such as, e.g., life content, learning content, a fact, or a skill. If there is **teaching**, the other person **learns**. Now, if one reflects on this general human phenomenon, a theory arises, which is known as a didactic theory. Such a theory can include many matters such as **what**, and **how** persons teach each other, what and how they learn, and what aids they [have a] need to effectively teach and learn. These situations of learning-from-each-other, and clarifying things together, always occur in what are called **didactic situations**.

2.3 Didactic education (pedagogics)

The situations described above in which persons learn from each other and in which certain matters are clarified together, are not necessarily educative situations. But, if we begin from specific educative situations where **adults teach non-adults**, so the **latter will learn**, with the aim of bringing about, their own being adult, one finds **didactic-pedagogic situations** (educative teaching situations). They are so named because they always are embedded in the phenomenon educating or in an educative relationship between an adult and a non-adult. Whenever an adult gives help and support to a child, whether in the home or school, it remains **educative help**, although the emphasis falls mainly on something a child learns at home or on learning contents, techniques or skills which they must learn in school. The validity, correctness, and truth about **what**, **how**, **when**, and **why** a child must learn, always remains the responsibility of an adult. Viewed in this light, **didactic pedagogics** also is called **the science of educative teaching**.

Again, it is emphasized that situations where children learn something, or even where adults learn something from a child, must be viewed as **didactic situations**, and **not as didactic-pedagogic situations**. The latter situations only occur between **adults and non-adults**. Because parents and [school] teachers teach children something, do this in certain ways, and follow specific methods to accomplish this, all educative situations at **home** and in **school** also are **didactic-pedagogic** situations. But, by the nature of matters, all educative **teaching** situations also are pedagogic situations because the life contents, learning contents, techniques, and skills the children must learn are the means adults use to lead them to their own adulthood. Thus, there is only a difference in degree between an educative situation in the narrower sense, where a parent or teacher confronts a child with values and norms which he/she must **learn** and obey, and educative teaching situations where a child must master skills, techniques, learning contents, and life contents, in terms of rules and norms of a teacher and parent. All these matters have a child's becoming adult in view. When a child must do something a teacher and parent expect that he/she must do it in terms of norms. This always remains pedagogic work, because adults and non-adults are committed to each other in this situation.

If now the question is asked of what really should be the **aim** of the study of didactic pedagogics, an answer is that it is a theory, knowledge, or a doctrine which arises as a result of reflecting on the teaching event, as this is found in a school, with the aim of better understanding the activities in these various teaching situations in a school, and to ground them. In this way, because of this reflecting and theoretical founding, a practice of teaching can be understood better, and be influenced to the better. Thus, it can offer guidelines for classroom practice. This also is the most important reason why students who want to qualify as teachers must study this part-discipline of pedagogics. In the sections which follow, there is an attempt to ground didactic pedagogics as a part-discipline of pedagogics as a science.

3. EDUCATIVE TEACHING

3.1 Educating, as a human activity, in didactic-pedagogical perspective

In educative situations, an educator is concerned with an educand, in terms of norms. No educative event can progress in a vacuum.

There is always something in terms of which children are guided in the culture of an adult world, by which the adults guide, help and support the children to reach their destination. (This is dealt with later). Because this event is initiated in a school by an adult, it remains a pedagogical task. A teacher, as adult, continually manages the life contents, techniques, skills, methods, and he/she obeys norms and values. It is by virtue of the above characteristics of a teacher, as adult, which he/she **can** help a child to participate in the **slices of the contents of life** which he/she has introduced in a classroom as **learning contents**. As a person in authority, and as master of the learning contents, he/she is able, and is obligated to make an appeal to a non-adult to increasingly participate in life, and reality in a classroom, as well as to increasingly answer the demands which adulthood places on a person. Therefore, the activities in a classroom must be understood and judged in terms of the criteria mentioned above.

3.2 Learning as a characteristic human activity

No one knows what goes on inside a person when he/she learns, and whether one ever can know this remains an open question. Therefore, the meaning of how a person learns must be sought **outside** him/her, i.e., in the conversations between him/her and his/her surrounding reality. Because a person is always in relation with his/her surroundings, **learning can be viewed as the conversations he/she carries out with him/herself, with other persons, with things, plants, animals, and with God, by which he/she becomes different**. While he/she carries out these conversations, **sense** arises, and his/her surrounds acquire **meaning** for him/her. Thus, his/her life acquires sense and content. He/she is involved in designing his/her own world and, in this constituting, its sense and meaning arise. A child first **isolates** a thing, matter, or person. After isolating, it he/she **identifies** or **recognizes** it and, eventually **connects** the thing, matter, or person **with a symbol**,¹ which carries the **meaning** of that thing, matter, or person. Now, if someone wants to make something clear to a child, he/she must eagerly convey what is meaning-for-him/her to meaning-for-the-other. A child can only establish a meaningful world with the help of a fellow person (adult) because he/she is born into a world which already is meaningful for an adult. He/she cannot inherit this meaningfulness but must acquire it him/herself by interpreting and appropriating it as meaningful-for-him/her. By establishing a world, he/she builds up a world which continually broadens. In

other words, he/she is involved in learning. By learning, he/she breaks through the limitedness of his/her own world, until eventually he/she is assimilated into an adult world.

A child can be involved with surrounding reality in various ways. For example, he/she can be involved with a concrete, visible, or observable reality. The same reality can be transformed into a schematic reality, e.g., by drawings, by sketches, etc. In addition, by further distancing, with the help of symbols, e.g., language, he/she can be involved with a discussed reality. All of these are ways of being involved with reality, by which a child **learns**. It need only be mentioned here that there are not “layers” in a person which must be “filled”, as is contended by some psychologists of thinking.

To return to an adult world, the world of an adult always remains open, and never finished or completed because the conversation he/she carries on with various realities continues for his/her entire life. In other words, he/she learns his/her entire life, and reality comes to light in teaching.

At home, and in school, a child always remains in conversations. He/she asks and answers questions, seeks answers him/herself, learns from a book, listens to a radio, and teachers, plays, etc. Thus, he/she is involved in designing his/her own sensible and meaningful world. And, a child is formed as a cultural person within his/her society.

Now, what role does an adult play in helping a child constitute a world, until he/she can take responsibility for his/her own accounting of it? To answer this question, it must be understood what is meant by **teaching**, or instructing, as a conscious educative activity.

3.3 Teaching as a purposeful educative activity

(a) In a family

As an adult, a parent knows of the helplessness and needs his/her child deals with, i.e., that he/she cannot yet do things him/herself which he/she ought to do, and which he/she does not yet **know** enough. Therefore, he/she **purposefully teaches**, or **instructs** his/her child so he/she can **learn** meaningfully. (Also read Chapter Four, the section on the home, as lifeworld of a child). For example,

a parent explains certain things to his/her child, tells him/her the names of things, answers numerous questions from the child, and tells him/her many things he/she does not yet know. In other words, a parent is involved in informal **teaching**. This occurs when a parent shows his/her child how to tie his/her shoelaces, and how to eat properly with a knife and fork. Because each time a norm is reached, educating, and teaching are never separated in the home. Therefore, there is educative teaching. Here, teaching involves learning techniques, skills, and other life contents which are valid in a culture into which a child is born.

(b) In a school

The situation in a **family** is the primary didactic-pedagogical situation, in that a parent **teaches**, while his/her child **learns**. The demands of propriety always hold because a parent continually says how things ought to be done. On the other hand, the learning situations in a **school** are **second order situations** which a teacher consciously designs, in collaboration with the pupils. (In this connection, read “A school as lifeworld of a child” in Chapter Four). Thus, a child establishes a school-world for him/herself. This school-world is established in terms of norms and learning contents. The learning contents are selections from an adult world. Now, when the pupils give sense and meaning to them, this means nothing more than that they are involved in acquiring that adult world. In other words, through teaching in a school, they are involved in learning and, thus, in becoming adult.

3.4 Some educative concepts discernible in an educative teaching situation in a school: person, freedom, authority, and responsibility

Since these four concepts are described fully in fundamental pedagogics, they are described separately here. However, is necessary to **emphasize further the pedagogical flavor of these concepts in a teaching situation in a school**. In a school, there are teachers and children who are committed to each other. A teacher and, especially each child continually individualize the world he/she designs. One individualizes, as a person. The world which a child establishes in this way, with the help of a teacher, is characterized by his/her **personal** presence in and of it. Thus, the two parties participate in designing a world, **as persons or subjects**. **A subject or person** is someone who exists for-him/herself and has

knowledge of the existence of the other. In other words, a subject or person is someone who can say “I”, who can **choose, decide, evaluate, affirm, deny**, who is involved with **norms**, who is **subject to being accountable**, who can respond in **freedom**, who can accept the **authority of norms with responsibility**. The establishment of each educative teaching situation at school occurs because of the responsibility and authority of a teacher, in terms of the learning contents, and norms to which he/she subjects him/herself in freedom. Also, the activities of the pupils are directed and determined in terms of these same learning contents, and norms. These norms serve as **criteria and guidelines**, and in no sense does this mean restricting or eliminating their freedom, but rather preventing licentiousness, or arbitrariness. The following is a step-by-step analysis of this event in school, or an educative teaching situation to know it better, and understand what happens there.

4. AN ANALYSIS OF AN EDUCATIVE TEACHING SITUATION IN SCHOOL

4.1 Some remarks about a situation

A situation can only be established or designed by persons. Therefore, typical characteristics of persons become visible where a situation is established. A situation is a totality of experiential possibilities, concerns, and **relationships** in which a person finds him/herself or which, at the same time, he/she **establishes or designs**. Expressed differently, a person acts in a situation. These activities can be orderly or chaotic. In a classroom, a teacher acts according to certain norms and demands of propriety, by **instructing** and, thereby, summons the children to engage in certain learning **activities**.

4.2 Some characteristics of an educative teaching situation in a school

The general structure of the situation in a classroom differs from class to class, and in the same class, with the same teacher from day to day. A specific situation can never occur again in the same way. Its beginning, and course are unique, and unrepeatable. Yet, each situation shows certain **structures** without which it cannot be considered. Although classroom situations will differ from teacher to teacher, their ground structures or essential characteristics

always remain the same. **Some** of the most important characteristics of an educative teaching situation now are discussed.

- (a) **An educative teaching situation is characterized by fundamental moods (feelings, attunements) of the participants**

One of the most important characteristics of a human being is **mood** (attunement). A person is always in some mood. He/she is happy, or unhappy, and suffering, feels distress, anxiety, threat, and joy; they are part of human life. Thus, the participants in a didactic-pedagogic situation in a classroom also show and experience certain **fundamental moods**. The pupils might feel anxious or threatened by work they have not done, or because they cannot answer the questions. Thus, tension, and even disruption can arise. On the other hand, they can show excitement, such as appreciation, gratitude, good-naturedness, frankness, diligence about successes, and victories achieved. Then, the pupils feel relieved, and safe, and participate spontaneously in the proceedings. The moods of the participants can be stirred up in a moment, if the mood of one of the participants changes.

- (b) **An educative teaching situation in a school is formal**

As a rule, the situation at home is **informal** because the participants associate freely with each other. In contrast, school situations, in general, are a **formal** design by the teachers and pupils in a classroom, in specific periods, and in terms of selected learning contents. Often, the learning contents are foreign to life for the children, and the relationship established in a school is formal. The methods are foreign, and childlike activities which are raised are evaluated by **formal** tests. Because real life cannot be kept outside a classroom, the informal sometimes breaks through into classroom situations. Foreign to life situations can only become nearer to life if teachers and pupils participate in and have a part in them. For example, pupils cannot break through and progress in the languages by learning them in formal books of grammar, instead of the pupils spontaneously using them as a means of communicating with each other.

- (c) **A didactic-pedagogic situation in a school is conversational or dialogical**

A person carries on dialogues with his/her world. These dialogues must be tracked down to understand and adequately help him/her. A teacher talks to the children about the learning contents to which they are directed and discusses them with them. Thus, *par excellence*, language is a means of thought, expression, communication, and conversation, but also a means of firming up meanings. This conversation of teacher and pupils is carried out in terms of the learning contents which are representative of understandings of an adult world. Without an understandable language, an encounter between him/her and the pupils is impossible. It is in the conversation, aided by language, that a teacher can unlock an adult world of sense and meaning to the pupils. By telling, explaining, and talking, the children learn. The conversation between teacher and pupil always remains one of the most important means by which the learning contents can be unlocked for him/her.

(d) An educative teaching situation is ordered, normed, and, normative

Norms and rules play an extremely important role in anything a person is involved in. More so, when a teacher communicates with the pupils his/her prescriptions, they play a great role in terms of the truth and meaningfulness of the learning contents. Each situation in a classroom is designed by virtue of certain norms and values. A field of tension of values always prevails. Everyone must carry out his/her responsibilities promptly. If this is not done, disruption and tension arise.

(e) An educative teaching situation in a school is formative and orienting

In section 3.4 it is indicated that a person is a being who is **aware** of his/her existence, and that of the **other**. Viewed in this light, each normal person continually is involved in orienting him/herself with respect to many matters. Thus, the situation in a classroom is formative and orienting in nature because religious, ethical, esthetic, social, intellectual, and other matters invariably are broached. Classroom situations offer opportunities for the pupils to explore and, in this way, participate, under the guidance of the authority of the teachers. In these situations, the pupils learn not only factual knowledge, and skills, but these learning situations also

are interchanged with life situations. Under the demand of propriety, and what is life-obligatory, the children **explore**, which contributes to their gradual **emancipation**, which eventually **results** in their **becoming adult**.

4.3 The main components of an educative teaching situation in a classroom

4.3.1 Introduction

The main components cannot be separated from each other because, as one deteriorates, the educative teaching situation in a classroom deteriorates. In fact, there are only two components in the situation mentioned above, i.e., a teacher and a child.

A teacher, as a person who knows, and understands must have full mastery of the learning contents (selections from the adult world). On the other hand, a child must acquire these selected contents with the support and help of a teacher. In other words, a teacher unlocks or throws open the learning contents for a child so that he/she also can know and understand. As mentioned at the beginning of this section, a teacher, a child, and contents cannot be thought of without each other. But, to acquire a better intellectual grasp of this, the following are discussed separately.

4.3.2 A teacher

(a) His/fer task as initiator of an educative teaching situation in a classroom

The series of situations within which a teacher involves the pupils in a classroom can only arise under a teacher's initiative, and guidance. A situation can only arise if a **person acts**. Thus, a teacher takes the lead in establishing or designing situations with the pupils. (Also read Chapter Two, where designing an educative teaching situation is gone into further). As bearer of an image of adulthood, a teacher is a mediator for helping a child acquire this image in terms of learning contents, skills, techniques, etc. which he/she must adequately master. With activities of a teacher, such as telling, reading, and exemplifying, he/she invokes relevant activities of the pupils, such as listening, talking, and writing. The various activities which a teacher introduces into the situation, as well as the activities invoked in the pupils, are dealt with in a later section.

The fact that a teacher can independently place him/herself under the demands of propriety and hold him/herself responsible for his/her own decisions, and their consequence, also presupposes that he/she is charged with a **task** which calls for life fulfillment. Some matters which this **task** can include are the following:

- (1) As Christian believers, we believe that God calls each person to a **task and** speaks to him/her whereupon he/she must answer. Thus, he/she must be aware of the vocation to which he/she is called. As a person, he/she is accountable to him/herself, and must answer to his/her accountability in meaningful ways.
- (2) He/she must have **knowledge** of his/her **task**, or assignment, and the demands which his/her work as a task placed on him/her.
- (3) Also, he/she must have knowledge of the **pupils** and their potentialities, who, because of his/her task, are entrusted to his/her care.
- (4) Since the pupils are on the way to adulthood, and he/she will involve them, he/she **must** have knowledge of the **aims** he/she has in view with them. In time, the pupils must give evidence that they have progressed on the path to adulthood. This amounts to the world of a teacher is a task for each child, while a child's world again is a task for a teacher.
- (5) He/she must have **knowledge** of the **learning contents, skills, techniques, ways (methods)** etc. to be able to attain the aims with the pupils.
- (6) He/she is subjected to the authority of the norms and demands of propriety, as anchored in the Scriptures. As an adult and, thus, a responsible person, **he/she vouches for the truth, and validity** of the **learning contents**, techniques, skills, etc., as slices of an adult world, with which he/she involves the pupils.

- (7) Since, in school, a parent is replaced by a teacher, it is expected of the latter that, as initiator of the situation there, he/she only aims for what is best for the pupils, by knowing, explaining, interpreting the learning contents so they can understand them and make them their own.

Finally, it is still necessary to indicate that, although norms and criteria are stated to guide the activities of everyone in the right direction, a student also must remember to keep in mind the deviant behaviors and mistakes of a teacher. In the following, attention is given to the quality and nature of the activities a teacher is going to establish in a situation.

- (b) **As an expert of the educative teaching situation, a teacher establishes it, in a conscious, planned, selective, and aim-directed manner**

It is necessary that, before he/she establishes situations with the pupils, a teacher **prepares selectively, planfully, anticipatorily, and thoughtfully** to be able to associate with the children in the most natural ways. Therefore, he/she must **anticipate** each situation so that, in his/her preparation, he/she can clearly live it through. If he/she does not **plan** the situations, he/she cannot design them spontaneously. In addition, in his/her preparation, a teacher must always remember that unforeseen things can turn up in a situation. Then, he/she should be ready to approach correctly unexpected and unforeseen events. Before a teacher can establish any situation, can offer a lesson, he/she must explore the terrain, and prepare thoroughly.

- (c) **A teacher plans an educative teaching situation with respect to its**

- (1) **Beginning, course, and aim attainment**

Before a teacher establishes an educative teaching situation, in his/her thorough preparation, he/she will explore various matters required of him/her. Among others, the following important matters ought to enjoy attention before any situation can be designed with the pupils:

- (i) Although a teacher must use his/her own initiative, he/she must consult the **curriculum**, or his/her **work scheme** to determine what learning contents or skills he/she will present.
- (ii) He/she must determine **how much** (the scope) of the contents he/she will present. He/she does this in consultation with his/her **timetable**, which gives him/her an indication of how much **time** he/she has at his/her disposal.
- (iii) Then, he/she **orders and classifies** the selected learning contents under headings or sub-headings so presenting them can progress systematically in a classroom.
- (iv) A teacher must **know** these learning contents, and vouch for their **truth** and correctness, if he/she expects the children to appropriate them.
- (v) If he/she manages this well, he/she must determine what **direct** and **indirect aims** he/she has for the pupils.
- (vi) When a teacher knows what he/she aims for with the learning contents, he/she must reflect on **ways, methods, and aids** to attain them.
- (vii) He/she must decide if the pupils are going to do **individual** or **group work**, and how he/she is going to implement these forms of work.
- (viii) In his/her planning, a teacher must provide for **individual deficits or derailments** which possibly can arise, and how he/she can prevent or correct them.
- (ix) Also, he/she ought to decide beforehand about the **criteria** he/she is going to use to judge and **evaluate** the work of the pupils.
- (x) To attain his/her **aim**, he/she also must **plan** the **orderly course** of a situation and, in this way, make provision for possible conflict situations which can arise during group work, etc. (A more complete discussion of the orderly course of a didactic-pedagogical situation follows in Chapter Three).
- (xi) A teacher must decide beforehand what important **didactic criteria** he/she must usually apply and take into consideration to promote the course of the educative teaching situations.

If now he/she has prepared thoroughly, he/she still must master the art and skill of how to design such situations, so they are meaningful. (See Chapter Two).

(d) The course of the educative teaching situation

The educative teaching situation, as a form of helping a child, has a particular course that is schematically indicated as follows:

TEACHER (ACTIVITIES)	PUPILS (ACTIVITIES)
Rouse and direct,	become roused and directed,
Teach (introduce),	learn,
Guide	work, assimilate, practice and apply,
Evaluate	be answerable for.

From the above scheme, it is very clear that the course of the educative teaching situation always presupposes the **teaching** activities of a teacher in connection with certain **learning activities** of a child as correlates of each other. Thus, certain activities of a teacher rouse certain activities of the children, and the reverse. A teacher and a child are always conversing with each other in a classroom in terms of learning contents and cannot be thought of as apart from each other in an educative teaching situation. One always presupposes the other if a situation is to take a meaningful course.

4.3.3 A child

4.3.3.1 Some important essential characteristics of a learning child in school

(a) A child as a helpless being

In his/her being, in general a **child** is a helpless being, and has great need for the help of an adult. In school, a child's needs are extended because he/she is a less-knowing, non-self-reliant,

dependent, and not-responsible person. Thus, he/she is a person committed to the support and guidance of a teacher, as an adult, who able to meet him/her in his/her need. It is an accomplished fact that a child, as a non-adult, has a yearning for security, if his/her designing his/her own world is to progress as desired. A teacher must provide him/her with this secure, or anthropological [i.e., human] space. In such a space, a child feels at home and safe, and he/she has the courage, freedom, and trust to venture further with a teacher.

(b) A child yearns for safety and security

Since safety is such an important matter for a learning child, it is discussed briefly under the following headings:

(1) The concept safety

The word safety is derived from the noun “salvage”, “save”. These words are used in the sense of “to bring to safety and protect” (Schoonees, P. C. Woordeboek van die Afrikaans Taal [Afrikaans Language Dictionary], part I, 374).

Now, when there is mention of the safety of a **person**, this means he/she is not given (donated) as a gift, and is not going to be forlorn (P. van Zyl). **It is especially a child who needs a safe atmosphere.** If such an atmosphere (pedagogic space) is created, this rouses in a child a feeling of security, of tranquility, and of confidence.

(2) The safety and tranquility of a child at home

A child's emotional life and, thus, his/her attunement (mood) is closely related to his/her safety and security at home. This colors all his/her experiences. This will influence his/her venturing activities, and his/her exploration to advantage or disadvantage. Without the complete acceptance, trust, and authority of his/her parents, a child cannot go out to his/her world in a prospering and unfolding manner. If, at home, children might lack the necessary love and safety, they will not be able to trust their fellow persons they encounter, also in school, and will design a unique world of meaning in inauthentic ways.

(3) Safety in a classroom

A teacher must set him/herself the aim of accepting a child, giving him/her love, and creating for him/her a secure and safe space in a classroom so he/she can work and design meaningfully. Then, he/she will venture further with a teacher and the learning contents. There are many children, even of high intelligence, who will not, or cannot learn because they feel unsafe and threatened in a classroom. If a child does not experience safety, he/she will take a negative stand toward his/her teacher and take an antagonistic attitude toward the learning contents. It is known that children retain a subject better when an involved subject teacher creates a nearby anthropological space, and they identify themselves with him/her and appreciate and respect him/her as a person.

(c) Expectation as a characteristic of a child

A child goes to school because he/she is futurity and **expects** that there will be help during his/her becoming toward adulthood. Obviously, he/she will take a certain attitude toward school and events there. His/her attunement in each lesson situation might be a wavering, or a confident one. If he/she is uncertain or afraid, he/she also expects to be threatened by a teacher. If he/she is ready and willing to venture with a teacher and learning contents, he/she expects that something important is going to happen. This latter attunement must be roused by a teacher. If teacher and child design a world together, its basis lies in entering harmonious relationships with learning contents and teacher. His/her expectation of what must occur in an educative teaching situation also might be disappointing to him/her. In this respect, he/she can design a world elsewhere, by which he/she then follows the principles, criteria, and guidelines of a teacher to a meaningless design.

(d) Openness as a characteristic of a child

(1) Introduction

Openness is a precondition for educative teaching in a school. To understand the concept openness, first, there is an analysis of consciousness. A person does not **have** consciousness, but he/she **is** consciousness (Husserl and Sartre). The concept consciousness means being conscious of **being** (reality). Self-consciousness, then, also means to be conscious of oneself, which also is **real**. Each

person, thus, is conscious which he/she really is, and which forms part of all that is, i.e., reality. Human being is the only earthly being who knows this. The following is a look at the concept openness, from various perspectives.

(2) Openness as intentionality

Consciousness is always **open** for and **directed** to something which consciousness itself is not. Then, openness means openness **for** or **directedness** to something. In the same way, the pupils are involved in the events and activities which a teacher introduces to an educative teaching situation.

(3) Openness as existence

Here, it is indicated immediately that existence does **not** mean “exist”. The word is derived from the Latin word *ex-istere*, and this means to-step-out-of-oneself, to exceed oneself, to be future-directed, etc. A thing, plant or animal cannot exist [in this sense]. It **is** what it is. Only a person exists. Because he/she exists in this way, a person is never complete, but is involved in his/her own becoming a person until the day he/she dies. Thus, the pupils can reach a teacher and carry on a conversation in terms of the learning contents. Openness, as existence, is a precondition for a child to design a world with a teacher and, in doing so, to establish a unique world of sense and meaning. Thus, children **become** and progress on their way to adulthood.

(4) Openness and establishing relationships

From what is said about openness thus far, it is deduced that a child can establish relationships with various learning contents and more. Thus, a child can be understood, if his/her relationships with various things, matters, and persons in his/her lifeworld are investigated. This also holds for his/her directedness to the past, as well as to the things he/she anticipates for the future.

(5) Openness as constituting

It is only a person who is openness, who can **signify** things, matters, persons, and more. This means a child in an educative teaching situation, gives sense and meaning to things, otherwise, he/she will stagnate in his/her becoming toward adulthood. Thus, the learning

contents in school must be signified, represented, embodied, meant, and appreciated by a child. A child can do this because he/she attributes meaning and value to things and persons in his/her lifeworld. This **meaning-giving**, and **sense-experiencing** function of a person is known as constituting or designing. Pupils also design ever new meanings for themselves with the meanings they already have appropriated. Thus, the learning contents of the different subjects acquire **sense**, **meaning**, and **value** for a child.

(6) Openness as situatedness

Because a person is an initiative of relationships, he /she is always involved in a situation. As openness, a teacher introduces activities into an educative teaching situation in a school. In doing this, he/she rouses certain activities in a child. The pupils, thus, are not delivered to the situation. They can always break through a situation by conversing with a teacher about matters. Then the situation becomes **meaningful** to them.

(7) Openness and futurity

To live is to have a future in this world (Kwant). Each person anticipates a future, plans beforehand because he/she must **lead** his/her own life him/herself. He/she is aware that he/she must make something of his/her life, and that he/she must design his/her own world him/herself so he/she can inhabit it meaningfully. As futurity, a child is directed to adulthood and, thus, because of his/her openness, qualifies him/herself for a calling and, in doing so, studies and makes plans about how to realize his/her ideals. Also, a teacher can prepare his/her lessons by placing him/herself in the future regarding how his/her lessons ought to progress, and propose what he/she aims for with his/her pupils at the end of each term or year. He/she must see the future of each child and help him/her to acquire a good future perspective.

(e) Exploration as a characteristic of each child

(1) Introduction

From the beginning, each child is concerned with reality, and his/her participation in the world and reality do not leave him/her and his/her lifeworld untouched. Because he/she signifies things as events for him/herself, they become life contents for him/her. In

other words, while he/she designs such a unique world, he/she changes or explores. For a child, this designing a unique world is a value or emotional experience. **Because a child is someone who wants to become someone him/herself, exploration is a necessary and unpreventable event.**

(2) **Some preconditions for exploration**

(i) Here it is stated clearly that the **possibility** must exist that a child can enter into relationships with a variety of things. For example, here one thinks of handicapped children one comes across as patients in institutions. Indeed, they are persons, but the possibility is lacking for them to enter a conversation and, therefore, their exploration possibilities are less than those of a normal and healthy child.

(ii) **Secure space and safety as preconditions for exploration**

The point of departure for a child to explore as he/she ought to, each time is a human space where he/she experiences safety, and dwells securely. In school, a teacher can provide a secure space so a child can design authentically. A child who feels insecure and unsafe, explores in unacceptable and inauthentic ways.

(iii) **Making a suitable world available to be able to explore**

A teacher can make such a world available by, in the first place, creating a **secure space**. Second, he/she can provide for **proper physical circumstances**, such as a comfortable and clean desk, etc. Last, a teacher must take care that he/she presents **properly selected learning contents** which represent an adult world.

(3) **Help in exploring**

A child him/herself cannot yet undertake his/her exploration on his/her own accountability. He/she needs help, direction, and guidance from a teacher. His/her becoming can be retarded or impeded if the help of a parent and a teacher do not correspond. Exploration can be realized best if there are not too many pupils in one class, and competent and accountable teachers are at their disposal. Exploration is a dynamic event and, therefore, the learning contents continually must be revised, and the newest and best methods must be applied for the sake of a child's optimal exploration. A teacher must always keep in mind that a clear aim is present for a child's exploration.

(4) Ways and course of exploration by a child at school

The following ways of exploration are brought about at school. A child listens, answers questions, seeks information, carries out assignments, takes part in discussions, reads, collects and categorizes data, etc. However, a child's exploration can be limited by:

- (i) The nature of the learning contents with which he/she is going to be involved.
- (ii) Who the **teacher** is going to be. (This might be a disinterested, weak, or irresponsible teacher).
- (iii) The physical circumstances under which he/she works.
- (iv) **Heterogeneous classmates** who cannot keep up with the work, etc.

Therefore, each child needs the direction and guidance of a well-trained and responsible teacher for the progress of his/her exploration, in expert ways, to be made a realizable possibility. Then, the exploration in a school must result in the pupils' own task acceptance and doing things independently.

(5) Aids for child exploration in a school

The exploration of a child in school also cannot progress meaningfully without appropriate aids. These aids must be good examples of the reality which will be presented. The entire matter of aids is considered in Chapter Three, and we will not delve further into it here.

(6) The normative course of exploration

At its foundation, exploration is a **normative** matter. No child can merely design his/her own world in terms of the learning contents as he/she wants to, but rather as he/she **ought** to. In designing his/her own world, if he/she has mastered the learning contents, and follows the norms and values of the culture within which he/she was born, a teacher has become superfluous, and a child shows that he/she can independently fulfill life tasks. This brings us to the concept **emancipation** because he/she has become emancipated from his/her parents and teachers.

(f) The emancipation of a child

The exploration of a child must be aimed at the ideal of realizing his/her **own** emancipation. The emancipation of a child progresses slowly and laboriously, and gradually is accomplished during exploration. In school, a teacher notices with great satisfaction when a child evidences an increase in **attributing** his/her own **sense and meaning**. The competence of a child, because of his/her gradual command of the cultural system of adults, as this is organized in a school in the form systems (subjects) such as the natural sciences, mathematics, languages, arts, etc., and one's own task acceptance are possible only if a teacher has directed and guided a child for a long time with love and sympathy, but also sometimes firmly. A teacher can move into the background only if a child gives evidence that he/she can relate to cultural facets in **responsible and independent ways**, and that, indeed. He/she has become a bearer of culture, a representative of culture but, especially a **designer of culture**. In addition, he/she also must give evidence that he/she **independently** controls the norms and values and cultural contents of his/her group and people, and that he/she can fulfill responsibly his/her unique **life task in society**.

In the following, the learning contents are discussed in terms of the pupils' world design.

4.3.4 The learning contents

4.3.4.1 Introduction

Next to a teacher and child are the so-called learning contents, formally viewed as the **third component** of an educative teaching situation in a classroom. In this textbook, it is continually noted that a teacher, as well as the children must **act** in the situations created. There are activities in terms of **learning contents**, or subjects, and certain applicable skills, such as reading, arithmetic, writing, typing, and many more. Since the participation of the pupils occurs in terms of **learning contents**, it is important that there be an awareness of what their **origin** and **essences** are, the **form** in which they are brought into a school, the **aim** by which and **how** a teacher and pupils **ought** to design their own world in school, in terms of the contents, to transfer the latter to a world of adults.

4.3.4.2 The essences of the learning contents

(a) Introduction

The learning contents and skills are valuable and representative selections made from an adult's lifeworld. The essences of the learning contents can only be gauged if the essences of the human lifeworld, from which they arise, are determined because they form the **foundation** of the learning contents.

(b) The concept "lifeworld" as foundation of the learning content

The concept "world" or "lifeworld" means the totality of all which is understandable to a person. (For an additional perspective on the category lifeworld, the reader is referred to Chapter Four). It is his/her landscape, his horizon of existence, his/her field of presence, or cultural world, his/her field of existence, field of sense, his/her world of meaning, etc. According to the opinions of various authors, the following are some of the most important characteristics of a human lifeworld:

It is a personal, normed, situated, discussed, attuned, cultural, multi-meaning, torn and mysterious world. It also is a world of guilt, need, and suffering but, at the same time, it also a world which holds a life assignment and task for persons. For example, in family life, this world is lived and experienced. It is the lifeworld from which all subjects and sciences come, as well as a school, which is a [formal] reconstitution of

the primary design (family) there. In other words, the learning contents used in school are nothing but valuable selections from life contents from the lifeworld.

As various perspectives on the lifeworld are taken, the following essential characteristics become distinguishable:

(1) **The human world as a discussed world**

It is typical of a person that he/she talks of and about his/her world with other persons, and with him/herself. Everything appearing in the **human** world acquires a **name** and is related to all things. In **language**, a person doubles, as it were, his/her world because everything acquires names. The names of things, and the language used to talk about them, make the things and events present, so they no longer must be present in concrete form. Thus language is a means of thinking, communicating, conversing, and encountering. Hence, language is the carrier of all the meanings which a person gives to events, things, plants, animals, persons, etc. There is a distance taken from things by means of language, and they are preserved in the written language because their meanings are valuable and might need to be recovered. Why are the meanings of the human world classified and ordered into subjects in school? The answer is because a person can only acquire an intellectual grasp of the lifeworld if a part or aspect of it is isolated and investigated. Certain data regarding this slice or aspect are **ordered linguistically and** systematized as a coherent system of concepts or categories, which then form the basis of a subject, or science. For example, all the historical events in the human lifeworld are ordered and systematized, and expressed in certain concepts which are applicable to the subject "history". Historical events cannot be illuminated by using any system of concepts whatever, but only by certain types of concepts. Each subject or science is delimited and distinguished by means of concepts and categories. Therefore, each **subject** has at its disposal its own conceptual framework, structure, or categorical ordering system, which also can be called its own "grammar". It is necessary that a student understand the categories of each subject, otherwise he/she can never think in that subject matter. At this stage, it is very important to indicate that each subject has its own categories, and the categories of different sciences should never be used by each other.

The **conversation** (see Chapter Two, where it is discussed fully as a fundamental form of teaching) between teacher and pupils certainly is the most important means for bringing the child from of the world of a child to the world of an adult. From what is described so far in this section, it is concluded that the importance of **language instruction cannot be overemphasized**. To be able to formulate and express correctly one's thoughts, a thorough command of language is required. This holds true for each subject which must be taught. Where children cannot command the "language" of a subject, often they make many mistakes in those subjects. Here, one thinks of symbol-systems such as in arithmetic, mathematics, graphic arts, etc. which, in a certain sense, are viewed as extensions of language.

(2) The lifeworld is always a normative world

A human being is the only being who **dwells**. To be able to dwell, he/she must design his/her lifeworld. He/she cannot merely design but does so well or poorly. A **meaningful** design must occur in terms of highly valued life-obligatory **norms and values**. In school, where a teacher brings selected life contents, as learning contents, into a classroom which has been designed together with the children, they can be nothing more than normative.

(3) The human lifeworld is a cultural world

It is expected of teachers in school to **understand** the life contents of the lifeworld (cultural world) for the pupils so they can give the same meanings and sense to them which adults have given to them. In other words, **teaching** is the explanation of cultural meanings to children by teachers in a classroom every day. This is why an educative teaching situation is a **meaningful** one.

It is important to indicate that there are other contents which are brought into school which cannot pass as culture. The sanctifying veracity written in the Scriptures is God's contribution to humans. Culture is only a human matter. Thus, Biblical knowledge, as learning contents, is of the greatest significance for those who believe in it. The curriculum compilers in the Republic of South Africa is a selection of the learning contents within the meaning framework of Christian and National thought. Just as is the case with hygiene (where a certain slice of the lifeworld is ordered categorically) other facets or perspectives on the human world are ordered in other subjects such as languages, arts, natural science,

etc. Again, each of these subjects has its own system of concepts within which it must think.

It is always a **human being** who attributes the meanings and concepts and, consequently, they carry the stamp of humanness.

(c) The aim of the learning contents

The **aim** of the learning contents can never be thought of separate from a child's **destination** here on earth. The earthly destination of a child is adulthood, which, again, also is the aim of educating. In other words, the aim of the learning contents is to bring a child to adulthood, or to self-responsible, self-determination (Langeveld). Ultimately, a child must give evidence that he/she **embodies or portrays** the idea of adulthood and, in doing so, **lives in propriety** as an **adult** should. This is a broader view of the learning contents. Within this general aim, there are part-aims, such as learning techniques, skills, etc.

In this life, any Christian person continually is involved in orienting him/herself with respect to:

- (1) His/her relationships with nature;
- (2) His/her relationships with him/herself.
- (3) His/her relationships with fellow persons, and
- (4) his/her relationships with God.

Consequently, the aim of the learning contents is to enter meaningful relationships with the four matters noted above. A school is placed on a child's path to help him/her establish **harmonious relationships** with nature, him/herself, his/her fellow persons, and with God. To the degree that he/she him/herself increasingly establishes these relationships. as they should be, he/she is an adult.

Thus, his/her **relationships with fellow persons** become more meaningful with the study of religion, history, ecology, extramural activities, etc. By assimilating the beliefs which appear in the Scriptures, his/her **relationship with God** increasingly becomes clearer and more meaningful for him/her.

His/her orientation in the spatial-temporal world becomes increasingly clear by studying aspects of **nature, such as the earth,**

animals, plants, weather, climate, etc. He/she goes from a state of **not knowing** to one of **knowing**. To the extent that he/she becomes independent, he/she questions him/herself about the **deeper meanings of life**—about God, who is behind all things, and preserves them in His Supreme Wisdom. A child must reach the world of adulthood, but he/she can do this only in terms of well-chosen learning contents. In a classroom, a teacher appeals to a child in each educative teaching situation to participate in the **life** of an adult. So viewed, the learning contents are not learned only for their own sake but are a matter of **propriety**. It is in terms of learning contents, and with the help of a teacher, that the pupils in school can explore and eventually become emancipated. The learning contents, thus, are valuable means that a child, by giving and experiencing their own meanings, must interpret, appropriate, and assimilate in designing his/her own world to be accepted as an adult.

(d) **The choice of the learning contents**

- (1) From what is described about the learning contents so far, it is concluded that they are a **matter of propriety**.
- (2) The choice of a teacher can only be grounded in the most highly valued, which appears in the lifeworld of an adult.
- (3) The learning contents must rest on **representatively valuable selections** of the culture of adulthood. There must be a strict vigilance against a one-sided, or **non-representative** choice.
- (4) The choice must be related to the **nature of a child** (his/her interests, talent, etc.), as well as to the **cultural milieu** in which he/she finds him/herself.
- (5) The choice of the learning content also can be influenced by the **kind of work** a child is going to do one day (this holds especially in high school), and the possible **demands which society makes** (e.g., where they must **practice a certain vocation**). Therefore, there is a connection between the learning content and the **vocational choice** of a child.
- (6) Each cultural community attributes values to **its own culture**. Thus, a teacher will choose from his/her own culture, in terms of which a child must

design his/her own world. An Afrikaner's choice, thus, will rest mainly on the main principles of the **Christian and the National**.

(e) The scope of the learning contents

By scope is meant the quantity of learning contents that ought to be chosen for each grade-level, in terms of which the pupils can design their lifeworld in a determined period of, e.g., a half an hour.

The following principles ought to be considered regarding the quantity of the learning contents:

(1) The potentiality of a child

The nature of a child will determine if fewer learning contents must be chosen. For example, less gifted children do not learn as quickly as gifted ones and, thus, fewer learning contents will be chosen for the former.

(2) The level of difficulty of the learning contents

The more difficult and complex the learning contents, the less can be presented in a certain period.

(3) The world of an adult is comprehensive and complex

One must guard against overburdening the pupils with contents which cannot be effectively carried out in practice.

(4) All types of learning contents do not enjoy the same attention

Usually, more time is given to the basic subjects, such as calculating and languages. In doing so, a greater amount of these learning contents also can be introduced.

(5) It is necessary to view the scope of the learning contents within the framework of the **aim** of each subject.

(6) There ought to be a continuous and systematic progression in the choice of learning contents in each subject from grade to grade. For example, a course of learning should not be compiled so that, in one grade, there is too **little**, and, in another grade, there is too **much** to do.

(f) The global ordering of the learning contents and general principles of ordering

The learning contents are ordered to be introduced into a school. Thus, for example, there is a curriculum, a syllabus, a work plan, a

lesson plan, and a lesson timetable. What is meant by these concepts? Each is discussed separately below.

(1) The Curriculum

Some understand curriculum as only being the learning contents of all the learning subjects. It includes this, but much more, especially if the entire event of educating to adulthood is kept in mind. So viewed, **curriculum means the contents of all school subjects for all grades, but also and, especially the life contents of human beings** as found in their traditions, values, norms, etc. In other words, it is a representative selection of human “cultural achievements”, and general forms of culture. The curriculum includes all cultural activities within and out of school. Thus, the curriculum is a valuable representative grasp of an adult world which is placed on a child’s path in school, by which he/she can design his/her own world within which he/she can dwell meaningfully. Therefore, persons who compile curricula must not only be capable specialists, but also pedagogicians of stature, since the choice of each aspect of a subject must be pedagogically permissible, and meaningful. The curriculum must provide for the full development of positive child potentialities, and it is not only a matter of the past, as summarized in a congealed culture, but it is much more a matter of a child’s future, i.e., adulthood. Viewed broadly, the entire school program is known as curriculum, but always and in every respect, as a matter of **propriety**, because a child’s **destination** must be reached along this path. Therefore, the curriculum must give rise to the possibility that the **educative aim** with a child can be reached. This amounts to a child having to design, in meaningful ways, relationships with God, him/herself, his/her fellow persons, and nature to eventually **consistently show independently, the humanness of being human**. If everything described in this section is considered, the curriculum must be compiled and placed at a child’s disposal with the greatest care.

(2) Syllabuses

Adults have divided their lifeworld into “subjects”, or categorical systems of order. Thus, there are subjects such as languages, Bible study, history, arithmetic, natural science etc. For a subject such as natural science, a **syllabus** is compiled from grade one to and including grade twelve. Such a syllabus is a systematized and ordered whole of a **concerned area of study**, or school subject, only

for one grade, and differs in this respect from a curriculum which includes all school subjects for all grades. It is compiled so that there is a continuous progression regarding the level of difficulty for the successive years of study.

The following are some important principles to be kept in mind in compiling syllabuses in different subjects:

- (i) There must be a very clear allowance for the **structure of each subject**. Each subject has its own **concepts, or categorical system of ordering**. To be able to progress or think in such a subject, a child must systematically acquire these concepts. The syllabus for each subject must be compiled so that, indeed, it is possible for a child to be able to do this. For example, here one thinks of familiar concepts, such as reaction, process, element, atom, molecule, bonding, etc. in a subject such as chemistry.
- (ii) **Systematic progression** during the successive years of study is a necessary requirement.
- (iii) Syllabus compilers must **know what** they will attain with each subject and **how**.
- (iv) Each syllabus also must allow for the **nature and potentialities** of the children for whom it is compiled.
- (v) There must be a definite vigilance against **overloading the syllabuses**. They ought to be compiled so they are feasible for a teacher, as well as for a child during the concerned years of study.
- (vi) There ought to be **differentiated** syllabuses compiled with clear indications regarding what relatively intelligent pupils must do.
- (vii) The syllabuses must continually be revised in all subjects because a person's knowledge is constantly increasing.
- (viii) A teacher must always think and read more widely than what the syllabus prescribers presents because he/she ought to be abreast of new developments.

(3) Work plan or work scheme

Where the curriculum is an image of an adult world, a syllabus of a subject is an image of an aspect or facet of that adult world. A teacher cannot possibly present the entire syllabus at one time.

Usually, he/she does this over a period of a year, in each separate grade. Then, he/she makes for him/herself a **work plan or scheme** in terms of this syllabus. The learning contents which must be handled during the year in a grade are divided into four parts to be presented during the four quarters. The work planned for each quarter, again is divided into weeks. These divisions usually are done in schematic form, otherwise the work scheme would be too thick. Also, special columns are constructed where a teacher indicates with dates where he/she has progressed so that he/she, a principal, an inspector, and a possible substitute can know where he/she has progressed to that stage. It often happens that this planned program cannot always be finished according to the fixed times. There can be many reasons for this. A teacher ought to follow the pattern which the district inspector, and principal of a school advocate, or choose.

The value of this work scheme for didactic pedagogic action in a school cannot be overestimated. In making such a work scheme, a teacher is helped in disclosing the **structure** of that subject. Once a teacher discloses the structure of a subject, he/she can judge **what aspects** are important, and what are **less important** and, indeed, he/she can anticipate what aspects are going to present problems for a child. Thus, he/she can determine what **aids** he/she will need to explicate aspects of the work, and when he/she must use these aids to promote a child's exploration. (For a more complete explanation of didactic-pedagogic aids, the reader is referred to Chapter Three). A conscientious and resourceful teacher also will consider adequate **teaching methods**, and suitable child activities while he/she is involved in preparing his/her work scheme. In compiling a work scheme, a teacher anticipates the course of an educative teaching situation he/she is going to create for the pupils.

(4) The lesson plan

The work of each week must be worked into a lesson by a teacher in which he/she provides for the **aim** of each lesson, the amount of learning content, the aids, pupil activities, teaching methods, evaluations, etc. The ways in which the lessons are prepared and offered in various subjects form one of the most important aspects of a teacher's preparation in a teacher training college, regarding subject methods. Because this entire matter is dealt with by you in subject methodology, and practice teaching, the authors suffice with the following few comments:

(5) The lesson timetable

The lesson timetable appears from reform in teaching. There also are subject teachers established for certain subjects in an elementary school where, at first, there were only class teachers. Thus, a subject is usually paired with a teacher (e.g., music). Hence, his/her individual timetable must fit into the general pattern of a school timetable. The following principles ought to be considered in compiling a lesson timetable:

- (i) The **most time** is provided for the **most important** subjects such as languages and arithmetic.
- (ii) **Specific considerations often** necessitate that a teacher begin a school day with certain subjects. Generally, the first period of each day is given to Bible study.
- (iii) Afterwards, an arithmetic lesson usually is given, while all the children are not yet so tired. Difficult learning contents preferably should not be offered late in the day because elementary school pupils then tend to be tired.
- (iv) A subject or aspect of it must have such a place in the timetable where it shows its best advantage, seen as part of, and in the framework of the whole class program. For example, pupils still can diligently write compositions after the first school break, but decidedly can no longer easily solve arithmetic problems.
- (v) Also, the timetable must be so compiled that the time given to subjects or aspects of it tally with the time which makes room for breaks. A teacher ought usually to teach reflectively so that eventually he/she can work following a didactic-pedagogically accountable lesson timetable.

(6) Specific forms of ordering the learning contents

Some of the forms by which the learning contents are ordered are:

- (i) The most familiar form of ordering is the division of learning contents into school subjects. The so-called learning subjects can be viewed as simplified sciences,

- and arts which are so ordered for school use. Thus, the subject, elementary natural science in an elementary school is a simplified image of the natural sciences of chemistry, physics, botany, and zoology.
- (ii) Each subject in the school can be divided or ordered into **smaller units**. Thus, for example, the subject history is divided into various parts such as South African and European history. South African history again is divided into the Second War of Independence and the Rebellion of 1914, etc.

(7) The accessibility of the learning contents

The learning contents form the conversational medium in terms of which a teacher must help the pupils design their own world. If this conversation is to succeed, the learning contents must be made **accessible** to a child. Among others, the conversation can occur:

- (i) about **direct, concrete, perceivable** realities;
- (ii) about the **schematic reality** of persons, such as, e.g., prints, models, drawings, sketches, graphics, etc. when the concrete reality cannot be brought into a classroom;
- (iii) about the **life contents** of the teachers, parents, other adults, children, etc;
- (iv) about the **children's own foreknowledge, experiences, and life contents** regarding a matter;
- (v) about the **foreknowledge and experiences of others** recorded in the objectified literary culture such as in handbooks, reference books, journals, etc.

(8) Sequence of presenting the learning contents

- (i) Some subjects are built up according to **logical structures** where one matter presupposes another, and again arises from it. Thus, the learning contents of these subjects are presented in a logically ordered form in all grades.
- (ii) The sequence of presentation also is determined by certain **didactic principle**, such as from the known to the unknown; from the easy to the difficult; from the whole to the parts, and back again to the whole; from

the simple to the complex; from the visual to the abstract; etc.

- (iii) The sequence of presentation also is determined by the **nature of the children**. Here, one thinks of intellectual ability, tempo differences of children, as well as different teachers.

5. SUMMARY

In this first chapter, attention is given to an essence analysis of an educative teaching situation. Some fundamental concepts such as “pedagogics”, “didactics”, and “didactic pedagogics” are discussed. The discussion of these concepts, as categorical systems of ordering, is necessary because they are the means of thinking or illuminative means without which it is not possible to understand an educative teaching situation. If the same meaning is not given to these concepts, the practitioners of didactic education will talk past each other. It also is indicated that learning is a characteristically human activity which has teaching, as a purposeful educative activity, as a correlate. In addition, an analysis is made of an educative teaching situation in a school, and its main components in a classroom are discussed. First, a teacher, as initiator of an educative teaching situation is placed in the spotlight. After this, some essentials of a learning child are discussed under different sub-sections, such as helplessness, safety, expectation, openness, exploration, and emancipation. Finally, the learning contents have their turn. Among other topics, there is consideration of the essence, aim, choice, and global ordering of the learning contents. This textbook is continued in Chapter Two, with a discussion of the possibilities for designing an educative teaching situation.

6. ADDITIONAL READING MATERIAL:

Van der Stoep, F. and O. A.: **Didaktiese Orientasie** [Didactic Orientation].

Van der Stoep, F.: **Didaktiese Grondvorme** [Fundamental Didactic Forms].

Gous, S. J.: **Die skool as weg tot wereldontwerp in didakties-pedagogiese perspektief: ‘n Inleidende beskouing** [The school as a way to world design in didactic-pedagogic perspective: An introductory view].

Maree, P. J.: **‘n Wesenskou van die leerinhoud van die pedagogiese situasie as didaktiese situasie** [An

essential view of the learning content of the pedagogic situation as a didactic situation].

Van der Stoep, O. A.: **Die aandeel van die onderwyser aan die didaktiese situasie** [The role of the teacher in the didactic situation].