

CHAPTER THREE

THE COURSE OF THE EDUCATIVE TEACHING EVENT

1. INTRODUCTION

In the first two chapters, the authors discuss a specific human situation, i.e., an educative teaching situation. If here, there is mention of an educative teaching situation as a “human” situation, the authors are completely aware that such a description, indeed, contains a tautology, since the term “situation” is only applicable to a human being. However, to remove any possible uncertainty, here there is mention of the teaching situation as a **human** situation, because the participants in a educative teaching situation are human beings. As one of the participants in an educative teaching situation, a child, therefore, must never be viewed as an object among things, but as a co-subject, i.e., as a fellow person. After making an essence analysis of a educative teaching situation in Chapter One, in Chapter Two the possibilities for designing an educative teaching situation are considered. However, an educative teaching situation shows itself in practice at home, in a school, and at other places, and times as an **event** and, indeed, as an event of an authentically human nature.

To speak of the course of an educative teaching event, also is of a tautological nature, to a certain degree, because the concepts “event” and “course” both presuppose act and activity. Despite the tautological ring, the authors retain the expression “the course of the educative teaching event”. The reason is that this textbook is written especially for prospective teachers who are involved in qualifying themselves for the teaching profession. Therefore, here, there is reference to the course of an educative teaching event, not to acknowledge that it is possible to teach following recipes, but to emphasize that an educative teaching situation shows a particular sequence structure, or course. The prospective teacher must take note of this sequence structure and, therefore, special attention is given to designing an educative teaching situation in Chapter Two.

What is noticeable is the use of the word “event” and not, e.g., the word “process”, which appears quite frequently in works on educating. The word “process” refers to the automatic running-off of something, or it also implies that there is a certain reaction busily occurring. Educating and its concomitant educative teaching, however, are not something which can occur in a process-like way such as boiling water. Also, it is discussed later why, in this work, there is talk of the “course” and not of the “process” of an educative teaching event. In addition, the outcome of a process is precisely determinable while, very decidedly, the same cannot be said of educative teaching. This means that things at home and in school do not always occur as a parent or teacher would have desired, or expected. This also explains why a teacher in school often experiences disappointments because his/her educative teaching interventions with a child seem not to be successful.

However, since there is mention of a possible course of an educative teaching event, the following question is pushed into the foreground, and asks for an answer: what characteristics can be seen as essentials of the course of an educative teaching event? These essential characteristics are schematized in Chapter One, and now they are elucidated systematically.

2. ESSENTIAL CHARACTERISTICS OF THE COURSE OF AN EDUCATIVE TEACHING EVENT.

2.1 A teacher rouses and directs, while a child is roused and directed.

To actualize the course of an educative teaching event as desired, a teacher gives assignments, makes requests, sets demands, invites the pupils to participate, has trust in the pupils and, in anticipation, raises the topic because, as a person, he/she him/herself is future directed. If it is said here that the course of an educative teaching event must be didactic-pedagogically accountable, this means a teacher, as expert educator, must consider the didactic-pedagogical criteria or yardsticks, which are illuminated by a study of a teaching-learning event as described and interpreted (hermeneutic description) by the didactic educationist (didactic pedagogician). Such didactic-pedagogical criteria are explicated fully in Chapter Two. If it is said that a teacher, in anticipation, raises the topic

because, as a person, he/she him/herself is future directed, this concerns the essence of all educative teaching because a child, as becoming adult, indeed, is future directed, in that he/she is someone who him/herself wants to be and become someone. Just as a teacher is a person, so is a child, and with this, the deeper ring of his/her being-human is expressed, because **being a person implies being moral**. The moral, as a way of being-human, entails that a person is a being who makes choices; hence, it also is no wonder that the German philosopher, Karl Jaspers, describes being-human as a choice-making being.

If the activity of an educative teacher in an educative teaching situation is described as inviting the pupils to participate by, e.g., setting demands, and making requests, this means that a teacher directs an appeal to the pupils to give form to a way of being-human, i.e., rationality. The pupils do this by answering the appeal to participate in an educative teaching event, which shows itself as a teaching-learning event, i.e., they participate, think, accept, listen, and are intensely directed to what a teacher does. Here, it is stressed that, in the immediately preceding sentence, use is made of verbs such as participate, think, accept, and listen, to recognize that the task of a teacher must be to appeal to his/her pupils to implement various possibilities of actualization, as ways of being-human. However, if the pupils are not intentionally directed **to** and stand open **for** what is presented in an educative teaching situation, i.e., learning contents as life contents, not much will happen.

2.2 A teacher teaches, while the pupils learn.

A teacher begins a lesson period by initially putting the topic in the right **context**. Within this context, a conversation about the topic now can be carried out. The context also is called a **field of thinking**, or a **landscape** within which a child must think in terms of relevant concepts. This means that, in preparing his/her lessons, a teacher must very thoroughly apprise him/herself of the context in which the lesson must be given. In determining this context, he/she also must take consider the existing knowledge of the pupils, i.e., he/she must try to find a connection with the known before there can be a move to the unknown. For a good and orderly course of a didactic-pedagogic event, a teacher must never lose sight of this ordering principle, i.e., moving from the known to the unknown.

In addition, in teaching, he/she assumes that he/she will represent, demonstrate, draw the pupils' attention to certain facts, evoke the already existing experiences of the pupils by asking questions, presenting problems, confirming, explaining, or interpreting facts, and ordering work on the chalkboard. In this sense, many teaching activities are summarized, without which his/her teaching in school would not be possible. Here, in the first place, it is indicated that a teacher is someone who teaches (shows) or instructs (directs). This means that he/she shows certain matters or things to his/her pupils and, to a great degree, he/she must activate and direct the activities of his/her pupils. For example, this was strongly emphasized in the section above. However, a teacher will only be able to actualize the activities of his/her pupils if he/she him/herself is an intense participant in the didactic-pedagogic event, i.e., he/she must represent and demonstrate. This means not only that he/she must demonstrate certain matters, but also must **initiate** and **activate** the activities of his/her pupils in the didactic-pedagogic event. This amounts to a teacher acting first, and the pupils then following up with answering, or responding activities.

In the above explanation, an answer, or response to his/her teaching activities should be expected from the pupils to understand the context, within which they are placed by the teacher, by having a part, by participating in the lesson, by taking notice, imitating, perceiving, seeing connections, asking questions, thinking, agreeing or disclaiming, answering questions, accepting truths, carrying out certain assignments, trying to understand the explanations, and interpretations, interpreting a teacher's organizing (ordering), and schematizing on the chalkboard, and integrating them with their existing knowledge. However, it must not be concluded from this that these activities automatically follow those of a teacher. The didactic-pedagogic event does not occur automatically, or process-like; i.e., this does not have to do with cause and effect. The activities of a teacher and the pupils are constitutive of a didactic-pedagogical event, i.e., the preconditions for these activities are a teacher's and pupils' intentionally-directed participation in an educative teaching event. This means that if a pupil is conspicuous, for one or another reason, in a educative teaching event, because of his/her non-participation in the event, a teacher must give special

attention to that pupil. Hence, a teacher must enter an orthodidactic, as orthopedagogic, relationship with the pupil. The word “ortho” is derived from the Greek word “orthos”, which means to make correct, or straighten out. Orthodidactic actions by a teacher amount to him/her trying to get the pupil on the right path once again. However, this does not occur in an instant, and requires insight, and patience from an educative teacher.

2.3 A teacher guides the work of the pupils while they assimilate, practice, and apply the learning content

After a teacher has given certain assignments, he/she controls [monitors] how they are executed. He/she judges the work, corroborates its correctness, and disapproves of the incorrect. From this, an educative teaching event is not merely a teaching event, but it also is an educative one. That is, it has to do with what is approvable and not approvable, which unquestionably are bound to norms; indeed, educating is a normative-norming matter. By “normative” is meant that the participants in an educative event are “placed under norms”. The norms mentioned here are pedagogical, and philosophy of life norms. Pedagogic norms are pedagogical criteria, or yardsticks for evaluating the execution of an educative event, and its quality, while philosophy of life norms are enlivening, by giving content to the lifeless, formal pedagogical norms. With “norming” is meant testing the permissibility or non-permissibility of activities in terms of pedagogic norms, and whether the enlivened pedagogical norms, as rules of conduct, are in force in the educating. Therefore, a teacher must guide the work of his/her pupils. It is indicated here that a teacher does not merely lead, and the pupils must not blindly follow. A teacher guides the activities of the pupils, who are progressively becoming independent.

While a teacher guides the work of the pupils, they, on the other hand, must carry out the assignments, fulfill the demands, and criteria of a teacher, and discover, and correct mistakes. All these pupil activities are executed with the help of a teacher, and in terms of certain learning contents. This means that during an educative teaching event, the pupils are offered an opportunity to proceed to **independently, and responsibly design a personal world, as a meaningful world.** To pass successfully on his/her way through school, a child must progressively give form to his/her own

independent and responsible world design. The idea of school, as a means to designing a world, is developed by the didactic educationist, S. J. Gous. The idea of school as a **means** to world design, is expressed implicitly in the concept **course** of study. This indicates that there is a path of learning which must be followed by a child in school. Therefore, courses of study in school ought to and must be compiled only by didactic-pedagogically qualified pedagogues.

2.4 While a teacher evaluates the work of the pupils, they are accountable for what they are assigned.

As a teacher evaluates (judges or tests) the work of his/her pupils in terms of certain didactic-pedagogical criteria, with the aim of the pupils' progress and advancement, this means that the pupils are involved in being accountable for their own designs. They are, e.g., continually appealed to by a teacher to be accountable for their work, by taking tests, and by-passing various examinations. The **essence, sense, and function** of evaluation, as didactically accountable and responsible evaluation, is of fundamental significance because a child is continually confronted with the norms which a teacher him/herself obeys as an adult.

The question of the **essence** of evaluation is a question of the essence of didactic evaluation. Stated differently, the question is what is evaluated in a didactic situation? The answer to this question is fully developed in Chapter Two, where more detailed attention is given to didactic evaluation. There, it appears that a task of the didactic educationist (didactic pedagogician) is to design didactic criteria with the aim of applying them in educative teaching situations to determine if that educative teaching event is progressing as desired. Several didactic criteria are explicated in this way in Chapter Two.

The **sense** of didactic evaluation can only be sought in an educative teaching situation itself. A consideration of an educative teaching situation itself shows that a child in a didactic-pedagogic situation directs an appeal to a teaching educator to help him/her. Therefore, a teacher must ask him/herself if the help he/she offers a child is good and didactically accountable. This means that, for the sake of providing help, as **enlightening** a child calling in distress, a

teacher must ensure that his/her didactic-pedagogic intervention has had the most desirable effect, i.e., whether he/she has effectively worked didactically. Meaningful didactic-pedagogic intervention by a teacher in an educative teaching event, thus, is directed to **enlightening** a child about any problem which he/she might experience on his/her way to adulthood.

In this way, to a large degree, the **function** of didactic criteria, as didactic evaluation, is indicated. The function of a didactic evaluation is determining the way and quality (level) of the execution of the educative teaching event. Thus, this event must continually provide evidence of its meaningfulness, dynamic, and normed-ness in a classroom situation. This event continually appeals to both a teacher and child to participate in an educative teaching event actively and responsibly and, consequently, to help a child to progressively show the image of adulthood.

Above, an explanation is given of the essential characteristics of the course of an educative teaching event. Naturally, in school this event must progress in an orderly way. Some prerequisites, as preconditions for the orderly course of an educative teaching situation in a school are considered in the following section.

3. THE ORDERLY COURSE OF AN EDUCATIVE TEACHING EVENT

In this connection, a question which immediately comes to the foreground is what are the preconditions for an **orderly** course of an educative teaching event? This question can only be answered properly if there is clarity about the concept “orderliness”. If it is said that the event must show an orderly course, this means it must be a course which is **planned, systematized**, and is **without any obstructions**. Regarding the first two matters, it suffices to indicate that they are met if an event is designed in terms of didactic-pedagogically -accountable criteria.

Orderliness also manifests itself when the course of an event, as far as is humanly possible, is without obstructions. To ensure this, a teacher must be sure that unnecessary disturbances do not arise which will work against the proper (i.e., didactic-pedagogically

accountable) execution of an educative teaching situation. Because such a situation is a redesign of the original (home) educative situation which is deliberately, and purposefully initiated by a teaching educator, it must have an orderly course.

A careful study of an educative teaching event itself, indicates that, for an **orderly course** to occur, the following requirements must be present, i.e., a teacher, as carrier of authority, and a child, as authority-solicitor, a teacher, as authority guide, and a child, as authority follower. Before discussing these two constituents of an orderly course of an educative teaching event, it first is necessary to acquire clarity with respect to the concepts of **authority, discipline, and restraining-guiding**.

3.1 Authority.

One of the relationship structures developed in detail in fundamental pedagogics, and viewed by fundamental pedagogicians as a precondition for the authentic appearance of educating, is the relationship of authority. Since the didactic-pedagogical (educative teaching) situation, in the first place, is a pedagogical one, this situation also must give evidence of authority. The word “authority” must not be understood as violence within an educative teaching situation. The noun “authority” relates to the verb “say”. The past participle of the German verb “sagen” [to say] is “gesagt” [said]. In this case, the word “gesag” [authority] clearly can be seen by merely leaving off the “t” of the German word “gesagt”. Thus, authority means to **say** something to someone, and to be **said** by someone. The relationship of authority should never be seen as a relationship which merely originates with the person who exercises this authority. It is a mutual relationship between an executor and a follower of authority.

3.2 Discipline.

To a great degree, discipline is a way authority manifests itself and, therefore, it can be viewed as a form of authority. However, it is stated clearly that discipline must not be viewed as originating from the person who exercises the discipline. In this connection, it is noted that the word “discipline” shows a very close connection with the word “disciple”, which means “follower”. In addition, it means the disciple is a follower of orders, since the Latin word “disciplina”

means “punishment, or order”. Thus, for an orderly course of an educative teaching event, discipline must be maintained. A teacher who wants to achieve success in a classroom must never lose sight of discipline. Discipline, as being disciplined, also is a way of being human, and ought to be embodied in a person’s activities. Thus, e.g., a person must be disciplined with respect to his/her human relationships, with respect to completing his/her work, and his/her planning. For a teacher, this means that he/she must be disciplined with respect to his/her conduct with the pupils entrusted to his/her care, be disciplined with respect to presenting his/her subject. and with respect to his/her preparation. Undisciplined teachers and pupils in the classroom bring about chaos.

3.3 Restraining and guiding.

As is discipline, so is restraining-guiding a form of authority. Restraining-guiding is related directly to the educative intervention of the parents, and the teachers at school because “restraining-guiding” is clearly expressed in the German word “Zucht” [pull]. “Zucht” is derived from the verb “ziehen” meaning “to pull or draw”. Also, it is interesting to point out that the German word for educating is “erziehen” (or “auferziehen”), i.e., to educate a child is to pull him/her in the direction of adulthood. Thus, it is very clear that “restraining-guiding” means “to bring onto the right path”. Therefore, the execution of restraining-guiding does not primarily aim to punish a child for what he/she has done wrong, but to bring him/her on the right path again. Hence, it is wrong to equate restraining-guiding with chastisement, as the administration of physical punishment. However, the latter also is needed when it seems that a child will not subject him/herself to a teacher’s restraining-guiding. Even so, this must be administered only with a great deal of caution and prudence, and only in the most extreme cases of disobedience.

3.4 A teacher as carrier of authority, and a child as authority-solicitor.

A teacher in a classroom situation, as a didactic-pedagogic situation, is faced with a three-fold authority. Namely, he/she is the carrier of authority, as a **responsible adult** who has something to say to the children in his/her class. Further, he/she is a carrier of authority, in the sense that he/she **represents the authority of the norms** in

educating. By virtue of his/her employment as a teacher in a teaching department, he/she also is **officially invested with authority** for which he/she is accountable to his/her employer. Viewed more deeply, a Christian teacher believes that he/she also is accountably bound to God for his/her work here on earth, and that, indeed, he/she must remain “in his/her high calling from Jesus Christ.” For an orderly course of an educative teaching event, it is necessary that a teacher carry his/her responsibilities, as one in authority, within an educative teaching situation, with complete and entire consistency. This means that a teacher must accept responsibility for each child in his/her class, and that he/she will have at heart the interests of the children, in the true sense of the word. Additionally, this means that a teacher, as a representation of the authority of the norms to the pupils, must show that he/she him/herself is subject to the norms and that he/she does not merely hold these norms before the pupils. An interesting question which arises in this regard is what is the connection between values and norms? A student of education often reads in works on education that educator and educand must obey and respect certain values with their implied norms. **Values** are certain ways of being human which can be qualified as **valuable and approvable**, such as, e.g., **honesty and fairness**. When such values are elevated to guiding principles for living, they become norms, and such norms are recognizable by their imperative character. In other words, norms disclose themselves as certain **demands** of propriety, or mandates which must be obeyed. In the case of honesty and fairness, these values, e.g., can be elevated to norms: Don't copy from your partner's work!, Don't discriminate between two pupils in your class! The teacher must be a worthy official of his/her teaching department because only then will he/she preserve his/her status as an educative teacher, and win the esteem of his/her colleagues, his/her pupils, and their parents.

However, it is indicated that the relationship of authority in an educative teaching situation, must be qualified as a mutual relationship. This means that a child searches for authority by an educative teacher when he/she finds him/herself in a school situation. A child is not authority-rebelling (C. K. Oberholzer), but authority-soliciting. This means that a child will allow an adult to tell him/her something. To increasingly be regarded as an adult, a

child must progressively show the image of adulthood by the independent acceptance of the preexisting norms in an educative teaching situation, and the voluntary identification with them. From the above, for an orderly course of an educative teaching event, a teacher must be the carrier of authority, and a child must give evidence of authority-soliciting. If, for any reason, a teacher is not a worthy carrier of authority in an educative teaching situation, his/her actions will lead to insecurity in a child because the necessary authority will be missing from the educative teaching. A teacher who wants to be popular and, therefore, does not fulfill his/her task as the carrier of authority as he/she should does a becoming child a disservice, and deprives him/her of the possibility of self-responsibility through independent norm identification. This leads to the rejection of authority through the lived experiencing of insecurity because of the absence of authority. The educative teaching event not only gives evidence of a teacher carrying authority and a child soliciting authority, but a teacher also must be an authority guide and a child an authority follower.

3.5 A teacher as authority guide, and a child as authority follower.

The authority-guidance by a teacher is a specific guiding, in the sense that it must be **sympathetic, authoritative guidance**. The word sympathetic literally means to **feel together**. This means that sympathetic, authoritative guidance is not possible if the authority guide does not have an insight into a child way of being human. This entails a teacher, as authority guide, entering a relationship of trust and understanding with a child to be led by him/her. Anyone who will take the lead must have a very good understanding of that about which he/dhe will lead the other. Therefore, it is necessary that a prospective teacher have very good insight into the essence of the relationship of authority, as a manifestation of an educative relationship because only then can he/she fulfill his/her task as authority guider in a didactic-pedagogically accountable way. By observing the neediness of a child, one must be careful of a fundamental mistake, i.e., that a child in his/her becoming adult is mainly passive. The opposite is true. A child is and ought to be actively involved in an educative teaching event. This fact is illuminated in Chapter Two, with a discussion of didactic-

pedagogical criteria. The authority help, for which a child has a need, is not just to be formed by an adult, but to have an authority space in which he/she can do his/her exploration. In other words, a child must be oriented in sympathetic ways by an educative teacher. This means that the **initial authority guiding (leading) by a teacher ought** to CHANGE INTO AUTHORITY-ACCOMPANIMENT. With this, the paradox of closeness and distance in educating is reached. A teacher must gradually make him/herself superfluous in an educative teaching situation so that a child will progressively learn to realize his/her personal teaching possibilities him/herself. In other words, a child must progressively **learn** to show **adulthood** (Landman). However, a child will not show such learned adulthood if he/she has not first learned to subject him/herself to authority.

A precondition for authority guiding is authority following. This means that authority guiding is evoked by a [child's] need for authority as this becomes manifest in an educative teaching situation. In this connection, the **personal example of a teacher** is of decisive significance. The personal life of a teacher, as leader of his/her pupils, must be **meaningful**. This means that the life of a teacher must be such that a child will gladly imitate it. Thus, for the successful and orderly course of an educative teaching event, there must be an example for a child in an educative teaching situation at home, and at school, which is worth following. Hence, in and out of school, a teacher must be very watchful of his/her personal life because his/her pupils continually keep an eye on him/her, irrespective of where they encounter him/her.

However, there is still one question which must be answered with respect to the relationship of authority in a school, and it is how must punishment (corporal punishment or verbal reprimand) be given when a pupil or pupils in a class do not sufficiently adhere to authority?

3.6 Tips in connection with the administration of punishment in school

3.6.1 Punishment must be in keeping with the transgression.

A teacher, as carrier of authority, in his/her participation in an educative teaching event, must handle his/her authority with

responsibility. Whether punishment must be administered because of stubborn disobedience, it must be in keeping with the transgression perpetrated by a pupil. A teacher must never try to intimidate or frighten his/her pupils by misusing his/her authority. An overbearing teacher will never enjoy the trust of his/her pupils. Corporal punishment must only be administered in the most extreme cases. A teacher who strikes a child two or three times for each transgression perpetrated, is violating the authority which is officially allotted to him/her.

3.6.2 Punishment must be preventive.

For the sake of clearer understanding, didactic pedagogicians usually distinguish between **legal** and **pedagogical** punishment. Legal punishment means that the punishment is administered with the aim of protecting society by maintaining law and order. An additional characteristic of legal punishment is to influence the guilty person to respect and accept the binding norms and demands of the society of concern. Legal punishment is administered in court. Pedagogic or educative punishment means there is an attempt to administer the punishment in agreement with the pedagogic or educative aim. Adulthood is the formal educative aim generally accepted by educationists. This means that educative punishment is given with the aim of a child increasingly becoming adult. Since adulthood implies responsibility, a child must learn to be accountable for his/her deeds. By the punishment a child experiences, he/she progressively learns to accept **responsibility** for his/her deeds. A child learns that his/her deeds also must **answer** to certain norms to be acknowledged as a full-fledged adult. Thus, punishment must be preventive because a child must learn not to repeat the unacceptable activities.

3.6.3 Administering punishment to a class as well as to an individual pupil must be considered.

This means that a teacher must not take the easiest way out when he/she has trouble in determining who has perpetrated a transgression. This usually occurs when a teacher, for some reason, had to leave the classroom and, at his/her return, he/she notices that a pupil did something wrong during his/her absence. If then he/she cannot find out who is guilty, the whole class is punished for it. Usually, then the punishment is entirely unrelated to the

transgression, and the teacher oversteps him/herself because of his/her impotence in determining who is guilty. From the above, mass-punishment by must be entirely and completely avoided. However, an individual pupil also must be considered when punishment is administered. The pupil must never experience a teacher's punishment as humiliation in front of his/her peers. This can give rise to very serious deviations because then a child feels that his/her reputation is harmed. Therefore, a teacher must always administer punishment with a good deal of tact, and with pedagogical insight. The best method always remains to punish a pupil under four eyes, where the pupil and teacher are present in class alone. In administering any punishment, especially corporal punishment, a teacher must abide by the regulations laid down by his/her concerned Department of Education since, otherwise, this very easily can lead to a teacher being accused of assault.

3.6.4 Explanation of why the punishment is administered.

A teacher must let a child clearly understand that he/she has transgressed, and that he/she deserves punishment. In administering punishment, a teacher must never create the impression that he/she tries to take out revenge on the child, i.e., personal, and concrete insults consistently must be avoided. A child must clearly be given the impression that he/she has misbehaved and has done damage to the relationship of trust between him/herself and the teacher. However, a teacher must let a pupil understand that, although their relationship of trust is damaged to a degree, it never can be destroyed, and that the teacher is ready to forgive him/her for his/her transgression, and to forget it. However, the damage is done, and it must be reestablished, which means that a child must take his/her punishment like a person. If a child is ready to accept his/her punishment, a teacher again will accept him/her unconditionally. With the administration of corporal punishment, however, a teacher must be cautious, and take note that corporal punishment might have a favorable effect for one child but can have a detrimental effect for another. This means that a teacher truly must know his/her pupils individually to know what sort of punishment to give to a pupil. With most pupils, a serious discussion suffices to indicate to them the wrongness of their actions.

3.6.5 Respect for departmental regulations regarding the administration of punishment.

The departmental regulations lay down the following in connection with punishment:

- (a) No girl may receive corporal punishment.
- (b) For boys, this can only be administered by the principal or by an assistant in his/her presence after a thorough investigation.
- (c) It must not be administered in the presence of other boys.
- (d) It might be administered only behind the thighs with a smooth, light stick or cane
- (e) No other form of corporal punishment may be administered under any circumstances.
- (f) A record of each case must be retained. The record must include the following information: the boy's name, age, the transgression, number of spanks, date and hour of the administration.
- (g) The inspector of education signs this book whenever he/she visits the school.
- (h) With the suspension or expulsion of a pupil from school, the following aspects must be considered:
 - (1) Only the principal or the teacher who is seen as such may suspend a pupil from a public school if the pupils' language or behavior continually is of such a nature that it threatens the maintenance of a moral level in the school or if any deed is something despicable.
 - (2) After the pupil is suspended, as soon as possible the principle must send a letter to the director of education in which he fully explains all particulars and a copy of the letter must be kept in the school logbook while another copy is sent to the school board.
 - (3) After considering the recommendations (if any) of the school board, the director decides if the child must be expelled permanently or not and under what conditions the pupil can be admitted to the school again.

If a teacher knows what the **essential characteristics are of an educative teaching event** and has knowledge of the **preconditions for the orderly course** of that event, then he/she can further refine his/her participation by **implementing educative teaching aids** (didactic-pedagogic aids) in an educative teaching situation. Therefore, below attention is given to the possibilities for implementing such didactic-pedagogic aids during an educative teaching event.

4. IMPLEMENTING DIDACTIC-PEDAGOGIC AIDS DURING AN EDUCATIVE TEACHING EVENT.

4.1. Introduction

Reform in teaching has become a well-known slogan. (In this connection, also read Chapter Four, where attention is given to the reform of didactic thinking in several teaching subjects). The word “reform”, however, does not mean the total eradication of the existing system of education. “Reform” means making something that already exists new. Thus, reform in teaching entails refining the ways of actualizing an educative teaching event. One way of actualizing how this event can be refined is by implementing didactic-pedagogically accountable aids during an educative teaching event. The main object of implementing didactic-pedagogic aids is to present certain matters more clearly, and vividly to the pupils. It is possible to distinguish learning and teaching aids, but it is emphasized very strongly that this is a matter of **distinguishing**, and not **separating** them.

4.2 Teaching aids.

Teaching aids are aids which are handled mainly by a teacher. In this regard, one thinks of **the spoken word, a film, filmstrip, tape recorder, a projector, a wall map, and textbook**. Often, there also aids **aids used** by a teacher such as **crayons, a compass, chalkboard, desk, paper, pencil, pen, duplicator, projector, radio, piano, and percussion instruments**. From the nature of things, these objects of use, as such, have nothing to do with the teaching and learning event, although they are relevant to an educative teaching event. Such aids of use have the necessity of teaching to thank for their origin, and form, but they only acquire their didactic-pedagogical significance through the use that a teacher and pupils make of

them. Therefore, such aids of use **can** be viewed as teaching- or learning-aids depending on how they are handled and implemented in an educative teaching situation. A teaching aid always remains only an aid in terms of a teacher and must not be viewed as a “lucky” charm by which the pupils necessarily will attain better results in their learning activities. In implementing teaching aids, a teacher continually must be attuned to refining his/her educative teaching activities. This means that the teaching aids must not be used merely for the sake of reforming as such. A teaching aid also can be implemented such that it is placed in the hands of the pupils, and then it acquires a different function. **A teaching aid then becomes a learning aid in the hands of a child.** A child handles the aid and, in doing so, there is an attempt to call up a pupil’s intellectual activity which is needed for acquiring new insight. The use of teaching aids by a teacher is attuned to allowing the course of the learning event to be more fluent.

4.3 Learning aids.

Learning aids, to a great extent, are teaching aids placed in the hands of the pupils. The initiative for using learning aids comes from a teacher, and not from the pupils. From this, a teaching and learning events cannot be separated from each other. Indeed, educative teaching is a unitary event because, in that event, teaching and learning are preconditions for each other. The teaching aids, as learning aids, are directed to encouraging the pupils to venture in their learning activity, but this venturing activity by the pupils is essentially a venturing-with-the-other. Now the pupils are involved with the teacher in the educative teaching event. In this way, a teacher succeeds in allowing the self-activity of the pupils, as active involvement in the learning contents, to occur more easily. Therefore, a teacher must not merely implement the teaching aids in an educative teaching situation in a haphazard manner; they must be relevant and become learning aids in the hands of the pupils.

4.4 Possibilities for actualizing didactic-pedagogic aids (teaching and learning aids)

Possibly, an interested reader now has asked him/herself the question: why is there talk here of didactic-**pedagogic** or **educative** teaching aids and not, e.g., only of didactic aids? The reason is that the relationship within which these aids are used is an **educative**

relationship, and this means that, in implementing them, a teacher has in view a pedagogical or educative aim. This implies that the teaching and/or learning aids must be of such a nature that they contribute to the help-in-becoming offered by a teacher to the pupils, as persons becoming adult. An important question now is what is accomplished by implementing didactic-pedagogic aids during an educative teaching event?

4.4.1 Realizing the psychopedagogic category of lived experiencing

The category **lived experiencing** is fully worked out in psychopedagogics by Sonnekus and Pretorius. One of the ways this category can be actualized in an educative teaching situation is by implementing didactic-pedagogic aids in the educative teaching. When a teacher discusses an object in a classroom, and if this object is **brought** into the classroom, the pupils have an opportunity to make **real** contact with it. Real contact means that the pupils are actively involved with reality (the real); i.e., implementing the educative teaching aids offers a teacher and the pupils the opportunity to realize the didactic-pedagogical criterion of **active involvement** as a vivid participation by the pupils in the educative teaching event. If the real object is not present, this does not mean that a teacher then is forced to resign him/herself to a verbal explanation of how the object appears if he/she possibly can direct the pupils' attention to a written explanation of the object in their textbooks. Such verbal and written explanations very easily can lead to misrepresentations with respect to the object of concern because then the pupils do not lived experience the real object.

4.4.2 Realizing the didactic-pedagogic criterion of exploration

Exploration is indispensable for a child's becoming adult. The educative teaching aids offer the pupils an opportunity to experiment with a reality, or surrogate reality, i.e., to enter a personal relationship with a specific reality. This is possible because in an educative teaching event the teaching aid must become a learning aid. Thus, the pupils, e.g., then can **touch**, **smell**, and even **taste** an object, if possible and desirable. A didactic-pedagogically accountable implementing of the educative teaching aids can lead to a child more quickly acquiring a conception of the object under

discussion, than if a teacher finds it necessary to explain a matter more clearly, fully, and abidingly.

4.4.3 Actualizing pupil interest and attention

It is one of the major tasks of an educative teacher in class to stimulate and maintain the pupils' interest in a subject. The Dutch didactic educationist, Jos Aarts emphasizes that interest is related to "concern" and, thus, to "benefit". A child experiences that he/she does not have things in his/her life, that there are important things missing which are of fundamental significance for his/her becoming an adult. In an educative teaching situation, different matters of importance to a child's becoming-adult must be presented by the teachers in a variety of subjects or areas of reality. Because the pupils are **interested**, a teacher must put everything to work to get their attention and get them to limit their **attention** to the work. Pupil interest and attention are realizable possibilities with the careful and planned implementation of didactic-pedagogic aids. Thus, it is possible by using, e.g., a print, drawing, sketch, or model to get the interest and attention of the pupils. Such pupil interest and attending can lead to a deeper insight into the object. The **visual lived experiencing** which is possible by observing a print, or model contributes to actualizing the pupils' thinking because they must give their attentiveness to the work. If the pupils limit their attention to the work, this means that, because of their intentionally directed activity, they **think** about the work.

4.4.4. Concretizing the abstract in an educative teaching event

A child becoming adult does not yet have at his disposal a finely nuanced conceptual structure because he/she has not yet had enough experience for his/her thinking to move on an abstract level. Therefore, a teacher can completely confuse his/her pupils with relatively simple learning contents if his/her use of language is above their level of comprehension. Consequently, the use of concrete didactic-pedagogic aids cannot be emphasized enough because such aids concretize the abstract for the pupils and makes it more understandable for them. In this connection, it is indicated that a teacher must be very careful with such concrete aids. Although they are very valuable for the younger child in, an educative teaching situation, and decidedly promotes the educative teaching event, these concrete aids must gradually be eliminated

with respect to an older child. A child must learn to actualize his/her thinking maximally, and he/she will not be able to do this if he/she remains stuck on a concrete level.

The authors of this book do not agree with the theory that the act of thinking can be differentiated into three layers of consciousness. The three layers distinguished by the research of Frohn, Sassenfeld, and Schaefer are the layer of visual thinking, the layer of schematic thinking, and the layer of abstract thinking. **A person does not have layers in him/her. A person can associate with reality in concrete, schematic, and abstract ways.** The aim of implementing didactic-pedagogic aids is to give a child an opportunity to become **involved with them in concrete ways.** To the degree that a young child controls reality concretely, then he/she can become properly involved with it schematically, and abstractly. It is extremely important to indicate that, although one must begin with a concrete involvement, the abstract continually must appear because only then will the pupils have participated meaningfully in the educative teaching event if they are to have mastered the aspects of reality **categorically.**

4.4.5. Realizing the didactic-pedagogical criterion of integrating
To the degree that pupils can realize thinking activities on a higher level, they can notice and see mutual relationships between things. As an example, one can mention a series of twelve separate prints in the teaching of a second language of a country, or another foreign language. On each of the prints, the pupils notice something, and with the help of a teacher, they learn to say it in the foreign language. A teacher must take care that the prints eventually form a unity. As soon as the pupils learn well what appears on each separate print, a teacher sticks all the prints on a large piece of paper in the correct sequence. Then he/she gives the pupils the assignment to either orally, or in writing, give a rendering of the story which is implied by the prints. Thus, with the help of a didactic-pedagogic aid (the series of prints) they can integrate their knowledge into a generalized whole, and also are encouraged to take a personal position. That is, they must state in their own words what they see on the prints by writing a short essay about them.

4.5 A closer view of some didactic-pedagogic aids.

4.5.1. General didactic-pedagogic aids

4.5.1.1. The textbook

When consideration is given to the textbook in school the following three aims must be kept in view, i.e., the **formal**, **content**, and **functional** aim in implementing the textbook as an educative teaching aid during an educative teaching event. By formal aim is meant that the textbook must be written so that it makes a real contribution to attaining the formal aim of educating, i.e., adulthood and, more specifically, intellectual adulthood. Naturally, this places great responsibility on the compilers of school textbooks because a textbook cannot merely be a composite by subject experts, but preferably by teaching educationists who also possess thorough subject knowledge. The content aim of the textbook has more of a connection with the subject knowledge of the textbook compilers. In this connection, it is necessary that the authors of textbooks keep abreast of the development of knowledge and other scientific insights with respect to the concerned area of knowledge, or subject area within which the textbook is written. As far as is humanly possible, incorrect, and obsolete knowledge must be eliminated. Although textbooks must be so compiled that the pupils can understand well the knowledge contained in them, there also must be room provided for the pupils' own free and creative acts of thinking. The functional aim of the textbook is briefly summarized as an accountable, well-ordered source of information from which a teacher and pupils can draw. However, it must be emphasized very strongly that the textbook may not be the exclusive and singular method of a teacher. Teacher amplifications and explanations must be done by which the book becomes more understandable to the pupils. A teacher illustrates the information in the textbook with examples on the chalkboard and illustrates the work with drawings and representations. From the above, the textbook must be implemented in an educative teaching event in a way that it will be of functional significance for the adult-becoming pupils.

4.5.1.2 Writing.

Writing is one of the use-aids in a classroom and at home which can be elevated to a teaching and learning aid. As such, it is a very

important aid in the learning event, without which the pupils cannot manage. As soon as the pupils are verbally prepared for a piece of work, they must be given the opportunity to exercise it. It is the task of a teacher to motivate the pupils with respect to the use of writing. Through the enthusiastic intervention of a teacher, the pupils must view a task as a challenge, as a problem which must be solved. This means that the pupils, with the help of existing knowledge, but not by a blind application of it, must proceed to doing written work in their exercise books. By making use of their exercise books, it is possible to actualize the independent thinking activities of the pupils. To use writing, it is necessary that the pupils implement certain use-aids such as desks, compasses, pencils, pens, and rulers which then make the learning act possible.

4.5.2 Audio-visual didactic-pedagogic aids

4.5.2.1 The chalkboard

The chalkboard is one of the most important teaching aids in the hands of a teacher. It also is a use-aid which can be a teaching and learning aid. A teacher must never neglect the use of the chalkboard in his/her educative teaching. The possibilities of the visualization of important ideas regarding the subject a teacher is unlocking for the pupils are unlimited. Especially a prospective teacher must make use of each possible opportunity to practice working neatly, and clearly on the chalkboard. To the question of what the advantages are of the use of a chalkboard during educative teaching, certainly many acceptable answers can be given. Here, are only a few advantages as provided by Wittich and Schull,r in their very useful "Audio-visual materials.

- (a) The chalkboard forms a very important part of the teacher-pupil planning.
- (b) It is possible, by means of the chalkboard to quickly make changes, and reclassifications regarding aspects of the work.
- (c) Group work in the various subjects can be planned, illustrated, and jotted down in enumerative ways with the help of using the chalkboard as a didactic-pedagogic aid.

A teacher can make good use of the chalkboard in school as a transition between the concrete and the abstract by making a schematization on it.

4.5.2.2 One-dimensional visualizing as didactic-pedagogic aid

The following aids, among others, are included under one-dimensional aids: the **chalkboard**, **pictures**, **graphics**, and **maps**. Because the chalkboard is so important, it is discussed separately, and here brief attention is given to prints, graphics, and maps. With respect to **pictures**, a teacher must be careful that he/she does not purchase pictures merely for so-called “class decoration” shortly before the inspector visits the school! The most important criterion which a teacher must consider in buying pictures is their suitability as a medium within the course of the educative teaching event. In the choice of pictures, the age of the pupils must very definitely be taken into consideration. In this connection, a teacher must remember that the younger the children, the fewer matters must appear in the picture. The pattern must be simple, and the ideas conveyed must be easily understandable. Further, the information appearing in the picture a teacher will connect with must be correct beyond any doubt. The effectiveness of a good picture makes it a powerful educative teaching aid in the hands of a teacher. If there is mention of **graphics**, one must not only think of algebraic graphics. It also is not correct to define the concept “graphics” only as the art of drawing. It has a much wider meaning than merely “drawing”. It is derived from the original Greek “graphikos” which includes “portraying”, as well as “drawing”, and the verb “graphien” means to write or convey by means of lines. The adjective “graphic” further carries the meaning of a vivid, clear, and effective description. Thus, graphics are viewed as didactic-pedagogic aids in an educative teaching situation used by a teacher to vividly and clearly bring home to the pupils facts, and ideas by a combination of drawings, words, and colors. A teacher can make use of various sorts of graphics, e.g., linear graphics, block graphics, circle graphics (pie-charts), and print graphics. The most familiar is the **linear graphic**. This is used to show the relationship between **two** variables. The **block graphic** is used to convey a greater variety of information graphically. Differences (frequencies) are conveyed by vertical and horizontal blocks. The **circle graph** always conveys a total picture of a matter, and if the graph is divided into segments,

the segments represent percentages or parts of the whole. In **picture graphics**, use is made of figures to introduce certain information to the pupils. It is particularly effective when several persons must be compared with each other. Thus, for example, a teacher can make use of a picture graphic to present the increase in population over the past fifty years. Four little men (little figures) represent, e.g., a million people. **Diagrams** also can be viewed as a form of providing information. **Maps** can very effectively be implemented by a teacher in an educative teaching event in subjects such as geography, history, and religious instruction. In conclusion, it is mentioned that it is possible with the pictures to bring about a multidimensional visualizing even though this occurs on the one-dimensional level of a picture.

4.5.2.3 Three-dimensional visualizing as didactic-pedagogic aid.

Three-dimensional visualizing is possible by using **models**, **filmstrips**, and **sound-films**. There are a variety of models available which can be used in a classroom for a great range of subjects. Naturally, a teacher also can make his/her own models for use in an educative teaching situation. The **filmstrip** consists of a series of transparent prints or images which follow each other in a sequence on a 35mm filmstrip. It usually consists of 20 to 50 frames. Three important advantages of the filmstrip are the following: A teacher can regulate the speed at which the filmstrip moves, the images are in the correct, planned sequence, and cannot become mixed up with each other, there are a great variety of filmstrips available. The **film slide** shows a close connection with the filmstrip and is shown by means of a slide projector. The same advantages of the filmstrip hold for the slides, except that they can be mixed up with each other. In this connection, an **overhead projector** also must be mentioned which has the additional advantage that a teacher stands before the class and the class looks while he/she shows the transparencies. The value of a **16mm sound-film** cannot be stressed enough. Here, it is mentioned that various types of filming are possible such as direct photography, variable speed photography, micro-photography, and animation. With respect to all the didactic-pedagogic aids discussed in this section, it naturally is obvious that before a teacher and prospective teacher can make use of these aids in a classroom, first they must thoroughly inform themselves on how to use them. This means that these aids must not become

restraining aids during an educative teaching event, and this can happen easily if a teacher does not know how to handle them. Although, strictly speaking, filmstrips and sound-films are **not** three-dimensional aids, since the image is projected onto the flat surface of a screen, even so they are discussed here because they create the **impression of three-dimensionality**. At this time (1978), South Africa stands on the threshold of establishing **television** and, therefore, it is fitting that, at this stage, attention be given to implementing television in the course of an educative teaching event.

Because television is not yet used in South Africa as a didactic-pedagogic aid, it is not possible at this stage to evaluate its effectiveness. It suffices to mention that there already are television teams at the Pretoria Teachers College, and the Johannesburg College of Education which are doing path finding work in this connection. However, in the United States of America, various evaluative studies have been done regarding television in school. In general, these studies came to the following conclusions:

- (a) Pupils learn just as much with the help of television as a didactic-pedagogic aid as they learn in the traditional face-to-face relationship of teacher and pupil.
- (b) In many cases, the television programs have led to better results with pupils than what was the case in face-to-face educative teaching situations.
- (c) It is especially the gifted pupils who gain the most from television teaching in a school, since advanced work is placed at their disposal, which is of a much more comprehensive nature than what can be available to them in a classroom.
- (d) The television camera can reach places across the world and bring them into the pupils' presence in a classroom where a teacher is impotent to offer them. (See in this regard Wittich and Schuller: Audiovisual Materials, p. 414).

What the value and significance of television teaching will be for refining the course of an educative teaching event in South Africa, only time can tell. However, here the authors stress that the face-to-face relationship of an educative teacher and pupils who are

becoming adult must never be undervalued by television. If this were to occur, it would be an evil day for didactic-pedagogically accountable educative teaching in South Africa. It must never be forgotten that television teaching only can be an aid during educative teaching event. The real, authentic encountering relationship of living person to living person in each other's **presence** will never be able to be replaced by television. Naturally, the same also holds for the radio.

4.5.2.4 Some audio didactic-pedagogic aids.

In this textbook in didactic education, only the following three audio didactic-pedagogic aids are discussed, i.e., the **radio**, **record player**, and **tape recorder**. The **radio** offers great opportunities for school broadcasts. In school, radio broadcasts the didactic-pedagogically schooled teacher and experts collaborate to bring enriched experiences for the pupils into a classroom within an area of reception. A school radio service offers the pupils an excellent opportunity to participate in the most actual matters of the day, such as contemporary history. In addition, a school radio naturally is a good means for allowing the pupils to listen to and appreciate music. To successfully implement a school radio service in the course of the educative teaching event in a classroom, the following aims must be kept in mind: The pupils must be encouraged to study the theme dealt with before the radio program is broadcast; at the end of the transmission of the program the theme must be thoroughly discussed further in the classroom by a teacher and his/her pupils; and the problem must be concluded by a written verification of what is heard on the radio and discussed further in a classroom. The **record player** and the **tape recorder** especially can be implemented effectively during a language lessons. In this connection, one thinks of the **language laboratories**, already a known institution in South Africa, especially regarding learning a foreign language. There are a variety of fully developed language study programs on records which can be used effectively by a teacher in an educative teaching situation. In teaching a foreign language, they offer the pupils an opportunity to hear outstanding first language speakers talk, which is a great asset especially concerning correct pronunciation. Great pieces of prescribed works, especially dramas, are on records. Then, if the pupils deal with the concerned prescribed works in class, a teacher can make use of

these recordings to make the drama more real to the pupils. When poems in the foreign language are dealt with and there is no recording of it available, a teacher can call on someone who speaks the language as a first language to tape-record the poem. A tape recorder also can be used very well to record sounds and then introduce them into the classroom. From the brief discussion of the above-mentioned aids, the radio, record player, and tape recorder, it seems very clear that a teacher still figures very prominently during the educative teaching event.

The discussion of teaching and learning aids now is concluded by indicating a few requirements which these aids must fulfill to be qualified as didactic-pedagogically accountable.

4.6 Some requirements which didactic-pedagogic aids must meet.

4.6.1 Inviting character.

To qualify as didactic-pedagogic aids, they must have an inviting character. The responsibility for the inviting character of the aids must be placed squarely on the shoulders of a teacher. A teacher searches for and designs teaching aids as learning aids in accordance with circumstances, interests, age, and nature of the pupils, the possibilities of the school, and social milieu, and the organizational possibilities of the school. Therefore, a teacher must continually reform the learning aids in accordance with the demands of an educative teaching event. For the progressive actualization of his/her being a person, a child must answer the appeal from the reality surrounding him/her, i.e., a child is an initiative of relationships with the world which he/she chooses, and by which he/she is chosen. Therefore, an appeal must emanate from an educative teaching event to a child to participate in the event. A child will not answer this appeal if it is not an inviting appeal to participate.

4.6.2 Polyvalence

The didactic-pedagogic aids must be polyvalent. This is expressed in the versatility of the use- and handling-possibilities of learning aids. The learning aids must be attuned to furthering, as refining, an educative teaching event but this does not mean that they must

be limited to action possibilities. They must have more than one value (poly = more; valence = values). The structures which a teacher aims to form during the event need not necessarily be contained in the learning aid beforehand. In this connection, Gouws indicates that, e.g., a hundred board does not have to be used by which a child is compelled to see the number as two rows of five dots and one hundred as ten of these rows. If a hundred board must be worked with, preferably it will be one with holes in which small shells can be placed in all sorts of groupings. The thought activity of a child in such a case is not prefigured in the material. Thus, polyvalence is necessary to give a child an opportunity to move in various directions of thinking. If a learning aid forces a child into fixed series of acts, its polyvalent character will be missing, and his/her invitation to activity becomes insignificant. Thus, polyvalence is largely dependent on the intellectual structure of the learning aid. The self-activity of a child must not be smothered by the learning aid. Therefore, a good textbook, e.g., is not a one-way street, but is an area of life which can provide an opportunity for a child's own productivity.

4.6.3 Polyfunctionality

A didactic-pedagogic aid must be polyfunctional, i.e., it must be directed to various aspects of the aim-complex, such as actualizing intelligence and memory, as well as forming a child in the totality of his/her being a person. The teaching and/or learning aids must not be implemented during an educative teaching event to attain merely the so-called immediate aims, but rather the educative aim, i.e., to give a child help and support so that he/she progressively shows the image of adulthood, as a morally independent, and responsible person. Consequently, it is wrong for a teacher to one-sidedly aim the aid at a specific end because this will limit a pupil in the use of the aid to what a teacher aims for, e.g., intellectual achievement with the purpose of good examination results. If this is the aim of a teacher, the learning aid cannot be qualified as didactic-pedagogically accountable because it no longer has in view adulthood, as the aim of educating.

4.6.4 Saving time

One of the most important reasons for implementing educative teaching aids during an educative teaching event is to save time. In

as short a time as possible, a teacher whose task is to unlock certain aspects of an area of reality (area of knowledge, subject area) for his/her pupils, and to bring them home to them. Therefore, it is absurd to send a pupil who works fast to an encyclopedia to leaf through it. Without a doubt, he/she will find many useful things in it but, in the framework of school, time available to him/her is not used in the most profitable way. A pupil's time, which a teacher uses in school, always belongs to the life of the child, and it is the lasting obligation of a teacher to make the most productive use as possible of the time he/she demands of a child. Therefore, by implementing didactic-pedagogic aids, a teacher makes it his/her task to allow a child to work purposefully so his/her time is used in the right way for developing his/her own being a person, as becoming a person.

4.6.5 Task character.

This requirement placed on didactic-pedagogic aids seems clear from the discussion of aids. All educative teaching aids must be directed to allowing a child to understand that his/her being a person is a gift with a task. This means that a learning aid must be accompanied by a task, by which the act of thinking is actualized. For example, it is possible that a strongly inviting character of a learning aid can give rise to the aid being played with, by which the aim of using the item as an aid is going to be missing. In this regard, Gouws emphasizes that the polyvalence, and the distinctness of the task also are always in tension with each other. The more that can be done with the material, the more necessary it is that the task of a teacher is to give direction to the use of the aid.

5. SUMMARY

In this chapter, attention is given mainly to the course of an educative teaching event, its orderly progression, and the didactic-pedagogically accountable use of the teaching and learning aids during this event. In the last chapter, the educative teaching situation is considered further, and some possibilities of reflection will be noted with the aim that a student of didactic pedagogics eventually will him/herself proceed to think about educative teaching, since this is going to be his/her life task.

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