CONTENT

CHAPTER I: STATING THE PROBLEM, AIM AND PROGRAM OF STUDY

CHAPTER I: INTRODUCTORY ORIENTATION

- 1.1 Preliminary clarification of concepts
 - 1.1.1 "Preschool child"
 - 1.1.2 "School child"
 - 1.1.3 "Preschool to school child"
- 1.2 Introductory statement 2. STATEMENT OF THE PROBLEM FROM

А

PSYCHOPEDAGOGICAL PERSPECTIVE

- 2.1 In search of an accountable psychopedgogical perspective for illuminating the transition from being a preschool child to a school child
- 2.2 The transition from preschool child to school child as an educative problem
- 2.3 The situatedness of a child during the transition from preschool child to school child, viewed from a psychopedagogical perspective
 - 2.3.1 The *home educative situation*
 - 2.3.2 The *peschool as school teaching and educating situation*
 - 2.3.3 Teaching *beginners as a situation of teaching and educating*
 - 2.3.4 Didactic *pedagogical tasks arising from the preceding viewed from a psychopedagogical perspective*
- 3. REFERENCES

CHAPTER II: FROM PRESCHOOL CHILD TO SCHOOL CHILD: A PSYCHOPEDGOGICAL PERSPECTIVE

- 1. CATEGORICAL CLARIFICATION OF "A PSYCHOPEDAGOGICAL PERSPECTIVE"
- 1.1 The relationship between pedagogics and psychopedagogics
- 1.2 The psychopedagogical object of study

- 1.3 Ways in which the realization of the potentialities of a child psychic life are actualized
 - 1.3.1 Essences of becoming in connection with learning
 - a) Actualizing
 - b) Exploring
 - c) Emancipating
 - d) Distancing
 - e) Differentiating
 - f) Objectifying
 - 1.3.2 Esssentials of learning in connection with becoming
 - a) Accompanying modes of learning
 - (i) Sensing
 - (ii) Attending
 - b) Gnostic [cognitive] modes of learning
 - 1.3.3 Accompaniment to self-actualization
- 2. EXPERIENCING AS A WAY OF ACTUALIZING THE POTENTIALITIES OF A CHILD PSYCHIC LIFE
- 2.1 Specific essences of experiencing
- 2.2 Some ways of actualizing child experiencing
 - 2.2.1 Language
 - 2.2.2 Movement
 - *a) Experiencing as activity*
 - b) Experiencing as reaching
- 3. SYNTHESIS
- 4. REFERENCES
- CHAPTER III: THE EXPERIENTIAL WORLD OF A PRESCHOOL CHILD BECOMING A SCHOOL CHILD: A PSYCHOPEDAGOGICAL PERSPECTIVE
- 1. INTRODUCTION
- 2. THE SITUATEDNESS OF A CHILD: A PSYCHO PEDAGOGICAL PESPECTIVE
- 2.1 The child in relationship to him/herself
 - 2.1.1 Bodily-being-in-the-world
 - a) The head
 - *b)* The arms and hands
 - c) Legs and feet
 - 2.1.2 Play
 - 2.1.3 Language

- 2.2 The child in relationship to others
 - 2.2.1 The scope of relationships with fellow persons in Playing-being-in-the-world
 - 2.2.2 Bodily-being-in-the-world
 - 2.2.3 Play
 - 2.2.4 Language
- 2.3 The child in relationship to things
 - 2.3.1 Introduction
 - 2.3.2 Bodily-being-in-the-world
 - 2.3.3 Play
 - 2.3.4 Language
- 2.4 The child in relationship to God
- 3. SYNTHESIS
- 4. REFERENCES
- CHAPTER IV: ACCOMPANYING A PRESCHOOL CHILD BECOMING A SCHOOL CHILD: A PSYCHOPEDAGOGICAL PERSPECTIVE
- 1. INTRODUCTION
- 2. SELF-ACTUALIZING THE PSYCHIC LIFE POTENTIALITIES OF A PRESCHOOL CHILD BECOMING A SCHOOL CHILD
- 3. ACCOMPANYING AFFECTIVELY TO AFFECTIVE SELF-ACTUALIZATION
- 3.1 Introduction
- 32. The home pedagogical situation
 - 3.2.1 Being*-in-the-world-bodily*
 - 3.2.2 Play
 - 3.2.3 Language
- 3.3 The school pedagogical situation
 - 3.3.1 Bodily-being-in-the-world
 - 3.3.2 Play
 - 3.3.3 Language
- 4. COGNITIVE ACCOMPANIMENT TO COGNITIVE SELF-ACTUALIZATION
- 4.1 Introduction
- 4.2 The home educative situation
- 4.3 The school educative situation
- 5. NORMATIVE ACCOMPANIMENT TO NORMATIVE SELF-ACTUALIZATION

5.1 Introduction

5.2 The home situation of educating

5.3 The school situation of educating

6. REFERENCES

CHAPTER V: SUMMARY, FINDINGS AND RECOMMENTATIONS

- 1. SUMMARY OF STUDY
- 2. SUMMARY OF FINDINGS
- 2.1 Findings with rspect to chapter III
- 2.2 Conclusions from the findings of chapter III
- 2.3 Findings with respect to chapter IV
- 2.4 Conclusions from the findings of chapter IV
- 3. RECOMMENDATIONS
- 3.1 Fundamental pedagogical recommendations
- 3.2 Didactic pedagogical recommendations
- 3.3 Psychopedagogical recommendations
- 3.4 Recommendations for teacher preparation
- 3.5 Recommendations regarding a "transitional class" between preschool and primary school
- 4. CONCLUSION

BIBLIOGRAPHY

SUMMARY