

## CHAPTER V

### SUMMARY, FINDINGS, AND RECOMMENDATIONS

#### 1. SUMMARY OF STUDY

Given the recent intensified interest of practicing teachers in educating a preschool child and a school beginner, the following question arises: How does a preschool child become a school child by actualizing his/her psychic life? Various researchers confirm that a child's becoming and learning are accelerated during this time.

Thus far, much empirical data have been illuminated about the "development, growth, and abilities" of both a preschool child and a school beginner. However, in most of this literature there is an absence of an accountable [philosophical] child anthropology and, above all, no accountable psychopedagogics. There is no clarity on HOW a child of this age actualizes his/her personal potentialities and HOW he/she announces him/herself as a becoming and learning child-on-the-way-to-adulthood! This study provides an answer to this problematic (see chapter III).

The other side of this problem is: What is involved in educating a preschool child becoming a primary school child, from a psychopedagogical perspective? A child shows him/herself as in need of support. As such, he/she directs a specific appeal to his/her educators. How ought the guidance and support of an educator, both at home and in school, appear such that it is possible for a child to adequately realize this transition? This matter is considered in chapter IV.

To penetrate this two-fold inquiry, the author takes a phenomenological approach, and aims to disclose the phenomenon itself. As a category for illuminating this phenomenon, the *psychopedagogical* category of *experiencing* is used. The reason for

choosing this category is explained and justified in detail in chapter II.

This study represents a step in the direction of a greater understanding of and insight into the situatedness of a preschool child becoming a primary school child, and it is an attempt to eliminate the many poor practices and misconceptions which can lead to under-actualizing potentialities during a primary school phase. Usually, there is an attempt to consider what is adequate and proper by casting a psychopedagogical perspective and to set aside all orthopedagogical implication, as far as possible. Orthopedagogical implications justify their own independent study and, as such, fall beyond the scope of the present study.

## 2. SUMMARY OF FINDINGS

The findings of this attempt to establish an image of the experiential world of a preschool child who is becoming a primary school child, and to acquire an answer to the question of the nature of educating by parents, preschool, and schoolteachers of beginners are summarized as follows:

### 2.1 Findings with respect to chapter III

2.1.1 Owing to his/her primordial [intentionality as] openness and directedness to the lifeworld, a preschool child becoming a primary school child is someone who wants to be someone him/herself, who has a role in his/her own becoming, and who participates in realizing his/her own potentialities.

2.1.2 By experiencing, this child, who is becoming, directs him/herself to his/her world in which he/she establishes relationships with him/herself, others, things. and God [for a believer].

2.1.3 The results of these experientially established relationships with the world are read from [i.e., observable in] his/her:

\* **bodily-being-in-the-world**, i.e., the sense and meaning he/she gives to the contents of his/her lifeworld, as well as from the

knowledge he/she acquires via his/her body, in the form of possessed experience.

- \* **play**, as an indication of his/her achieved level of becoming, his/her habitual experiential attunement, the direction and strength of actualizing his/her willing, as well as the unique significance of his/her world relationships.

- \* **language** as carrier of affect and thinking, as means of exploring, as well as a medium for establishing relationships. A child's linguistic expressions offer his/her parents an opportunity to penetrate or enter his/her experiential world. In and through language, he/she makes the content and quality of his/her possessed experience knowable.

2.1.4 The following findings have come to light regarding a preschool child's bodily-being-in-the-world:

- \* Exploration via moving, touching, smelling, tasting, seeing, and hearing are of decreasing importance during the preschool phase, but still figure prominently, even until the first year of school.

- \* During about the seventh year of life, a child's visual abilities develop in such a way that he/she can adequately master his/her world visually, such that he/she can fruitfully participate in reading and writing instruction, as well as those forms of child play [constructive and fantasy play], which are popular among primary school pupils. The greater exploratory possibilities, which are thereby opened for him/her, lead to a **qualitative and quantitative** expansion of his/her **possessed experience** regarding his/her relationship to him/herself, to others, to things and, by implication, to God.

- \* Change in his/her teeth is primarily of emotional significance for a child as an indication of his/her own becoming in the direction of adulthood.

- \* Owing to his/her heightened susceptibility to infection, along with his/her inability to verbalize his/her discomfort, often he/she is tearful and annoying, seemingly for no reason.

- \* A preschool child who is becoming a school beginner finds it extremely difficult to execute fine finger movements.

- \* A child's wanting to have greater physical mastery of his/her world is encouraged by a favorable emotional signifying of his/her increasing physical abilities but is still not yet controlled

and tamed by a cognitive signifying, from an extensive possessed experience. A preschool child becoming a school beginner overestimates his/her physical potentialities.

- \* Laterality [e.g., left- or right-handed] is generally clearly crystallized by the time of school entry, and serves as a favorable precondition for the physical activities of being-a-school-child.

- \* A drastic change in bodily proportions implies that a child notices the fast change in his/her appearance. Reference to this by an adult is confirmation to a child that he/she is progressing on the way to adulthood.

- \* Boys in the preschool phase show, in their bodily-being-in-the-world, an awareness of the value which society attributes to physical excellence. Similar demands on girls during this phase are avowed less.

- \* In associating and establishing relationships with peers, he/she gives great value to physical contact and continually falls back on a senso-pathic level of experiencing.

- \* Outward appearance (his/her own and that of others) is very important for a child in this phase.

- \* In particular, this child actualizes his/her sensing, perceiving, and observing in connection with his/her bodily exploration of his/her world.

- \* In this phase of becoming, adequate experiencing is largely dependent on adequate sensory perception.

2.1.5 In play, such a child shows the state of his/her becoming, and makes his/her possessed experience knowable.

- \* Owing to incomplete language acquisition, during this phase, a child carries on a dialogue with his/her world through his/her play.

- \* For this child, play is a serious situation, but by the end of this phase (during the first year of school), he/she shows insight into and the potentiality to distinguish between work and play.

- \* In and through play, a child is confronted with his/her own possibilities and limitations as well as those of things and of others. This provides an opportunity for a continued change in the significance and scope of his/her possessed experience.

- \* His/her inclination for constructive play and illusive [fantasy] role-playing offer increased opportunity for projecting and

expressing. As such, in his/her play, he/she directs an appeal to his/her educators to help him/her with attributing meaning.

- \* In playing, he/she exercises and tries out what he/she has not yet mastered. Thus, he/she contributes to creating his/her own future and realizing his/her own talents and potentialities.

- \* Even though he/she does not yet participate in authentic group play, play is the way in which he/she establishes relationships with other children.

- \* Genuine play between educator and child is to be distinguished from a playful, informal assignment or (an educator) steering a child to specific discoveries through using toys.

- \* This child has a need for other children as playmates. Even genuine play between parent and child does not fill this gap.

- \* In play, he/she is confronted with many norms and demands that speak from an ordered society, e.g., giving and taking turns, as well as respect for the dignity of oneself and others.

- \* Illusive [fantasy] play does not necessarily represent a favorable level of play if it merely has the character of imitating. Fantasy play, however, testifies to his/her potential to improvise, (i.e., improvise his/her existing possessed experience, and to explore further), to distance (also from his/her own involvement in the immediate physical reality) and apply the more gnostic-cognitive modes of learning of imagining, fantasizing,, as well as remembering.

2.1.6 In his/her language, a preschool child becoming a school beginner similarly provides evidence of his/her state of becoming, as well as the quantitative and qualitative scope of his/her possessed experience.

- \* With respect to establishing relationships with fellow humans, via language, it is found that, as a preschooler and through the first year of school, a child provides commentary on his/her own movements and activities and expresses his/her own thoughts about fellow persons without any real interest in their feelings or thoughts.

- \* In his/her mastery of language, as a symbol system, a child reveals that during about seven years of age, he/she can readily think abstractly. This shows a readiness for a more cognitive attunement to and signifying of reality.

\* In his/her verbal utterances during his/her preschool years, he/she excludes self-criticism. From this, it seems that he/she has not yet reached a level of becoming on which he/she can distance him/herself from his/her own emotional involvement and take a critical, evaluative attitude. However, with school entry, there is a striking turn, and he/she shows in his/her language a recognition of displeasure with his/her own efforts.

\* His/her deficient cognitive attitude appears in the “untruths” which he/she tells without any attempt at rationalizing [defending] them.

\* His/her clumsiness in dealing with interpersonal relationships stems from his/her awkward attempts to settle differences through using language.

## **2.2 Conclusions from the findings of chapter III**

From a psychopedagogical perspective, there is an accelerated becoming during the late preschool phase and the beginning of the first year of school.

2.2.1 With respect to his/her bodily-being-in-the-world, it is found that extensive physical and neurological growth occurs to such an extent that his/her biological moment of becoming dominates, that he/she can explore, emancipate, differentiate, distance, and objectify on continually higher levels. Correlated with this, he/she can now more adequately sense, perceive, think, remember, imagine, fantasize, and observe. His/her possessed experience increases such that now he/she carries on a dialogue with his/her world on a continually higher level. As he/she experiences his/her body-ness, he/she actualizes his/her personal potentialities.

2.2.2 In his/her language and play, once again, he/she provides evidence of an accelerated becoming during this phase.

Experientially, there is a decided move away from habitual pathic, and sometimes even senso-pathic ways of [emotional] lived experiencing, to a more gnostic [knowing], controlled pathic [emotional] signifying, and by the end of this phase there is even a breaking through to genuine cognitive moments.

2.2.3 In his/her normative experiencing of meaning, however, a less dramatic change occurs. Here, the course of becoming occurs more evenly and shows no unusual acceleration. A school beginner identifies him/herself with norms in ways which are like a preschooler. The elevation in level and expansion of his/her possessed experience, which gradually occur, are explained by a qualitative increase in the level of emotional and knowing lived experiencing. With this, the coherence of the various ways and levels of lived experiencing are corroborated once again.

2.2.4 With regard to actualizing the modes of learning, as particularized ways of actualizing becoming, during the progression, there is a decided shift in emphasis. Where a preschooler mainly actualizes sensing, perceiving, and observing, a school beginner shows clear attempts at using the modes of learning of imagining, fantasizing, thinking, and remembering.

2.2.5 Regarding the forms of actualizing becoming (seen as level of having become), distancing and objectifying gather more momentum, to the extent that the gnostic-cognitive potentialities break through.

2.2.6 In his/her own attempts to qualitatively order his/her acquired experiential residues with his/her possessed experience, there can be such an acceleration that a school beginner, from the start to the end of his/her first year of school, will have become emancipated to a greater degree than at any other time during his/her late preschool years.

2.2.7 In this accelerated phase of becoming and learning, a preschool child becoming a school beginner shows him/herself to be especially vulnerable in actualizing his/her psychic life potentialities, and is highly dependent on educative help, which confirms his/her need for a loving understanding of and insight into his/her specific situation.

## **2.3 Findings with respect to chapter IV**

2.3.1 Findings *regarding the home pedagogic situation of a preschool child becoming a school beginner:*

\* Since he/she actualizes his/her psychic life potentialities on an affective, cognitive, and normative level, he/she also directs an appeal from his/her particular situation to his/her parents to affectively, cognitively, and normatively accompany him/her to enable him/her to become what he/she ought to be.

\* Each parent in a Western cultural community knows, at his/her child's birth that with the birth that this child will be compelled to attend school at the end of his/her preschool phase. Whether a child is to be school ready on time is co-influenced by the quality and nature of parental educating in an affective, cognitive, and normative way. Continued support in these ways, from within a favorable pedagogical situation, make it possible for a child to actualize his/her potentialities in such a way that during his/her seventh year of life, psychopedagogically speaking, he/she is ready to fruitfully begin his/her primary school career.

\* The parents, as natural educators of their child, in principle, need not possess any specific knowledge of pedagogics as a science. Potentially, a favorable home situation offers a preformed field from which a parent, as a responsible adult, can respond intuitively to the needs of his/her child regarding his/her becoming (adult).

\* However, the role of a parent in his/her child's becoming cannot guarantee his/her successful becoming and learning. This embraces only one pole of this two-fold event. However, through adequate educating, a parent can make it *possible* for his/her child to attain full-fledged adulthood.

\* Parental **affective accompaniment** of their preschool child becoming a school beginner includes the following:

a) Emotional educating is primarily carried by the fundamental pedagogical relationship structures [of trust, understanding, and authority] as these are actualized between parent and child.

b) Essences of the adequate provision of affective support are *love* for and *acceptance* of a child as and where he/she is.

c) From *experienced* love, a child can feel secure if a parent indicates to him/her that he/she (the adult) stands by him/her emotionally in trust. A parent must, thus, provide emotional support in giving meaning and be ready to give support to his/her child emotionally when he/she needs it in his/her situation of need where, because of his/her attenuated possessed



experience, he/she cannot create adequate relationships with his/her world.

d) When a child shows a readiness for emancipation, it is the duty of a parent to support him/her, also to a gnostic-cognitive signifying of his/her experienced affect.

e) For a child to dare to actualize his/her affective potentialities in security, a favorable relationship of authority (which also is a normative matter) is necessary.

f) Help and support in stabilizing a child's emotional life makes it possible for him/her to actualize his/her cognitive psychic potentialities.

g) Emotional affection to a preschool child who is becoming a school child is shown by means of physical care and pampering, as well as through play and language.

h) The cognitive and normative support which a parent provides his/her child also includes an affective side in that a child experiences the loving interest and intervention of his/her parent.

i) Continual physical nearness of a parent is not of as much value in stabilizing a child's affect as his/her knowing that his/her parents will be *available* in times of need.

j) With respect to signifying affect, a parent has an after-care task: supporting and helping with assimilating new experiences (especially those with unpleasant or shocking emotional significance); this is an investment in a future healthy actualization of his/her psychic life.

\* Parental giving support on a **cognitive level** to his/her preschool child who is becoming a school child includes the following:

a) The support-giving task of the parents embraces educating and teaching, as a unitary event. There is the mistaken idea by parents that they only need to pay attention to [emotional] educating, and the school (or preschool) will take care of the teaching [cognitive educating]. In a school context, cognitive accompaniment assumes greater momentum, but can never take this task over from the parents.

b) In his/her task of making his/her child ready for school, a parent must adequately support his/her child to appropriately attribute meaning cognitively in accordance with his/her predominantly pathic-affective attunement to reality. A preschool child becoming a school child must be supported to give

meaning cognitively from within an emotionally “warm” encounter. He/she cannot yet distance him/herself and objectify, as forms of becoming, so that he/she can readily lend him/herself to abstract reasoning on a cognitive level. Parents must take care to make demands in this regard in accordance with the child’s level of becoming.

c) To be able to respond to a child’s questions *whenever* he/she longs for illumination, a parent must be physically available. A young child lives in the *here-and-now*, and asks for immediate support whenever reality awakens his/her wondering.

d) In responding to a child’s questions, a parent must be careful not to oversimplify and, in doing so, show disdain for his/her potentialities and level of becoming. On the other hand, a child must not be surrendered to unnecessarily complicated concepts. If he/she cannot attribute meaning from his/her current possessed experience, the data can become distorted and “negative” meaning possibly is given to them. Then the qualitative deepening of his/her possessed experience is influenced detrimentally.

e) It is a parent’s obligation to see to it that his/her child’s physical surroundings are rich enough in content that they direct an appeal to him/her to explore it cognitively.

f) During periodic breaking away in trust, the parents must provide an opportunity for cognitive exploration [on his/her own] to enable their child to actualize his/her potentialities for becoming and learning.

g) An adequate relationship of authority between parent and child makes it possible for a child to actualize his/her cognitive potentialities from within a secure learning space.

h) With respect to unlocking reality for their child, because of their greater possessed experience, it is their task to select contents which, as far as possible, will protect and shield their child from possible harm.

i) Cognitively educating a preschool child becoming a school child is not a verbal bombardment of a child with factual data. As a child shows him/herself to be ready and reveals his/her need for help in giving meaning, a parent responds in cognitive ways to his/her immediate need.

\* With respect to the task of **normative** guidance by the parents, the following findings are obtained:

a) The aim of educating by parents is their child's attainment of full-fledged adulthood. This implies that they hold a view of life and identify themselves with specific norms. The level of becoming of this child is such that genuine identification with norms is not yet possible for him/her. (Refer to his/her cognitive and affective levels of becoming as discussed in chapter III). However, a child must not be without this aspect of his/her educating. That he/she must obey certain norms is necessary to become from a preschool child to a school child, and later to an adult. Normative educating of a high quality is extremely important, especially shortly before and during school entry.

b) Normative guidance of a child during this transition phase occurs via giving both affective and cognitive support, with the emphasis on the affective.

c) The extent to which this preschool child can proceed to norm acceptance is co-determined by his/her experienced sense of the matter [i.e., the norm].

d) With this child, norm acceptance occurs via personal identification. Only from a favorable pedagogical relationship [of trust, understanding and authority] will he/she [be inclined to] accept the norms which are presented to him/her by his/her parents.

e) Consequently, giving normative support by parents occurs by means of pedagogical agreeing, intervening, and exemplifying norms, from within a favorable pedagogical relationship.

f) The quality of the normative parental support given is influenced by the degree of consistency of a particular parent, as well as agreement [consistency] between parents regarding the demands, authority, and discipline they maintain.

g) In terms of content, the norms must have relevance for the specific time and culture in which a child finds him/herself.

h) To the extent that a child's becoming progresses and he/she is continually emancipated to a higher level of cognitive signifying, a parent must support him/her to that degree of cognitive signifying of which he/she is capable to make it possible for him/her to acquire a consolidated, cognitively ordered and systematized possessed experience. In this way, a parent contributes to his/her child's possessed experience having a qualitatively higher nature while it increases in scope quantitatively.

i) The degree to which parents intervene with the normative becoming of their children depends on the premium they themselves invest in a normative life.

### 2.3.2 Findings *regarding the school pedagogic situation of a preschool child becoming a school child:*

\* When a young child enters preschool or primary school, he/she has already covered a considerable part of his/her course of becoming, and he/she has at his disposal a possessed experience of which his/her teachers cannot immediately determine its scope, content, or quality. This confronts his/her teacher(s) with the task of determining this as quickly as possible.

\* The possessed experience which a child acquires (on an affective, cognitive, and normative level) with respect to his/her first day of school is of cardinal importance for the subsequent actualization of his/her willing and experiencing of a school pedagogical event as a world-for-me.

\* Because a young child is so strongly committed to giving meaning to his/her world pathically and senso-pathically [i.e., emotionally], it is the task of his/her preschool teacher to see to it that his/her physical comforts and needs are tended to and, thus, create a secure learning space for him/her.

\* A preschool teacher who wants to support a child emotionally to affective self-actualization should show insight into and understanding of a child's need for physical contact and will support him/her to a continually higher level of giving meaning in this respect.

\* In planning a timetable, activities, and the placement of equipment, a child's physical potentialities must be kept in mind to make it possible for the event of schooling to be something affectively "positive" for him/her so that he/she is stabilized to such an extent that he/she arrives at giving meaning cognitively. Only then is it possible for him/her to also realize his/her normative potentialities.

\* Because of his/her strong pathic attunement and incomplete emancipation from the biological moment, paired with his/her naturally limited possessed experience, a preschool teacher's loving acceptance, corporal punishment has *no* merits in a preschool or beginning school class.

\* Help with acquiring greater physical skills, both in a preschool and primary school, provides him/her an opportunity to acquire a better grasp of his/her lifeworld, and is confirmation for him/her of the idea that he/she will become [adult].

\* A fundamental knowledge of the essence, significance, scope, and ways of appearance of child play is necessary for both a preschool and primary school teacher to be able to understand and direct a child's dialogue with his/her world.

\* Related to the more informal nature of a preschool and the resulting abundance of opportunity for individual encounter between preschool teacher and preschool child is the teacher's success in directing and evaluating the status of his/her becoming school ready.

\* In the use of language, a preschool teacher has an opportunity to stabilize a child emotionally and support him/her in ordering and differentiating his/her emotional life more. It also is a medium for providing cognitive and normative support.

\* Support in acquiring more language enables a child to adequately realize his/her own potentialities in higher affective, cognitive, and normative ways.

\* The acquisition of a reading readiness level, initial teaching in reading and writing are among the most important tasks a preschool teacher must undertake.

\* To bring demands into line with a child's potentialities, an attempt to penetrate [understand] a child's cognitive potentialities is imperative.

\* Cognitive educating in a preschool has the same informal character as in a parental home. Only when a child shows him/herself to be ready to maintain a more businesslike attunement to reality can he/she fruitfully participate in a program or curriculum focused on attaining and mastering specific knowledge in a *cognitive way* in a specific period of time. It is the task of a schoolteacher to advise the parents in this respect by virtue of their specific pedagogical (i.e., didactic-pedagogical) knowledge.

\* It is the task of a preschool teacher to expose a child to richly variegated experiential opportunities to enable him/her to acquire these contents as possessed experience which a teacher of a child beginning school can assume to be foreknowledge (possessed experience) in intervening didactically[i.e., via teaching] with him/her.

\* In the choice of the form of a lesson, it is the task of a teacher of a child beginning school to make allowance for his/her level of readiness. The insight to do this can only be acquired through knowledge of and insight into the way a preschool child actualizes his/her psychic life.

\* Support to ordering (also in connection with play material and making willful decisions) already begins in the preschool but gathers momentum in the beginning class. In doing so, a preschool teacher enables a child to realize his/her cognitive potentialities and arrive at a systematized and structured possessed experience.

\* Normative support to normative self-actualization occurs in a preschool as well as primary school by the conversations carried on by a teacher and child in terms of content. (In contrast, the content, which ought to be broached in the primary school, is contained in the curriculum). There also are limitations in time. In the case of a preschool, a teacher has more possibilities of choice. This is necessarily so because of the lower level of becoming of the children, as well as the qualitatively more meager nature of their possessed experience.

\* Normative support to normative self-actualization is extremely important in the preschool phase. It is a preschool teacher's task to gradually confront a child with those norms and values he/she is going to use from the first day of school entry. A sound frame of reference (in the form of possessed experience or knowledge) of what is expected of him/her in a school situation makes it possible for a preschool child to venture into his/her first school year with an open mind and confidence. The favorable emotional attunement which comes from this provides a preformed field for maximal cognitive signifying and for attributing additional normative meaning on an increasingly higher level of becoming.

\* It is the task of a preschool teacher to make it possible for a child to be obedient by bringing demands into line with his/her potentialities. There is the temptation, especially in a primary school, and in those preschools which follow cognitive programs from a curriculum, to give preference to demands which fall above the limited potentialities of a school beginner. Especially during the first part of a school year, flexibility in implementing such a planned timetable is necessary.

## **2.4 Conclusions from the findings of chapter IV**

2.4.1 Knowledge of the actualization of child potentialities of the psychic life are indispensable for both a preschool and a schoolteacher of beginning pupils to be able to support a child in realizing his/her personal potentialities.

2.4.2 Specific knowledge of the relevant period or phase of a preschool child's and school child's becoming is necessary for both a preschool and a schoolteacher of beginning children to be able to align their demands with a child's potentialities.

2.4.3 Accompanying a child becoming a school child in a school situation requires of a preschool teacher, but also the teacher of beginners, their readiness and potentiality, to have a close affective bonding with a child, as well as the patience and insight to accompany each child as a unique individual, until he/she shows a readiness to be instructed in a group context. This places great demands on the didactic-pedagogical insights and mobility of the teachers of beginners.

2.4.4 One who has had the privilege of accompanying a child in his/her becoming from preschool child to school child has had a part in one of the greatest adventures of child-being.

### **3. RECOMMENDATIONS**

#### **3.1 Fundamental pedagogical recommendations**

3.1.1 In the accelerated becoming from preschool child to school child, a child shows him/herself as particularly vulnerable and in need of a safe space for living within which he/she can realize his/her personal potentialities in dignified ways.

Because of the complex nature of modern society, for a great number of parents, it is not possible to exercise their task of adequately educating. To prevent a child from getting off track and being restrained in his/her becoming, the maximal realization of the fundamental pedagogical structures is a precondition.

Owing to their schooling and preparation in pedagogics, preschool and primary school personnel have specific scientific knowledge at their disposal, and they are in an ideal position to advise the parents about the bottlenecks in their child's course of becoming.

Close contact between personnel and parents is strongly recommended.

3.1.2 Early identification of and help to a child distressed in his/her becoming can later be more explicitly intervened with orthopedagogically.

3.1.3 A preschool teacher must be of help to the parents regarding the particular phrasing of the pedagogical relationship, sequence, and aim structures in light of a child's unique potentialities, as well as his/her *specific level of becoming*.

3.1.4 Preschool teachers must try to express their own exemplification of norms in such a way that they do not unnecessarily confront a child with conflicting norms. Those norms which they present to a child in a didactic-pedagogic school situation must have relevance within the cultural context and time period of concern.

3.1.5 Parents must take care that the phrasing of norms from the educative situation at home is such that the possessed experience their child acquires there is useable as a frame of reference for situations outside the home. This matter is especially important with respect to the first entry into a school didactic-pedagogic situation.

3.1.6 Disciplining a child who is on the verge of entering an entirely new lifeworld from which he/she must acquire a new lifeworld for him/herself must be extremely consistent. Discipline must be applied from within a relationship of trust, understanding, and authority between educator and child in accordance with the incomplete passage of a preschool child becoming a school child from the biological moment of educating.

3.1.7 When a child is involved in an adequate home educative situation, a preschool teacher does not have to try to replace the mother as an identification figure, but rather [act] in a complementary and augmenting capacity.

### 3.2 Didactic-pedagogical recommendations



3.2.1 The becoming of a child from preschool child to school child must be investigated more closely from a didactic-pedagogical perspective. At present, preschool education often limps along on accountable pedagogically grounded preschool didactics, which testifies to an accountable child [philosophical] anthropology and child-didactic theory. This is a general statement and does not refer to specific instances. Existing literature and data must be interrogated in this regard and with respect to the didactic-pedagogical lesson structure, it must be shown how the learning and becoming potentialities of a preschool child becoming a school child can be actualized via the reduced contents.

3.2.2 The multitude of preschool programs must be investigated and interrogated didactic-pedagogically with the aim of determining their right to exist with respect to the total course of becoming of a child as a person. Care especially must be taken that these programs are not just viewed as preparatory for the following phase.

### **3.3 Psychopedagogical recommendations**

3.3.1 Psychopedagogically speaking, there is an acceleration in becoming from being a preschool child to a school child. However, this remains a continuous and unitary event. There must be a constant vigil against drawing an artificial separation between a preschool child and a school child. Affective accompaniment in a preschool must be coordinated with an increasing cognitive and normative guidance to self-actualization in cognitive and normative ways. In a beginning school class, cognitive demands must be made in the light of the possessed experience a child has acquired as a preschool child. In accompanying a child, an educator simultaneously must continually reach back [to the past] and forward to the future.

3.3.2 Irrespective of a child's youthfulness, he/she must be given sufficient opportunities to actualize his/her will in exploring. A relationship of understanding always remains so that this occurs from within an adequate relationship of authority.

3.3.3 Before a child can bridge his/her predominantly affective attunement to reality and arrive at a more adequate actualization of the gnostic-cognitive modes of learning, a teacher must stabilize him/her affectively, and in unlocking reality, he/she must guide him/her in a cognitive-ordered way.

3.3.4 In this transition phase, a child is exposed to changing school pedagogical circumstances. However, the home situation remains constant and, as such, must provide stability and consistency, also from a psychopedagogical perspective.

3.3.5 Existing findings of developmental and child psychology (e.g., those of Charlotte Buhler, Piaget, Ausubel, etc.) must be reinvestigated and reinterpreted within a psychopedagogical framework with an eye to their usability. However, here one must not fall into applying psychology to educating.

### **3.4 Recommendations for teacher preparation**

3.4.1 Preschool teachers and teachers of beginners must be fundamentally schooled in the various part-perspectives of pedagogics to be able to guide a child to realize his/her personal potentialities as well as be able to offer the parents expert advice and to quickly identify problems of child becoming and eliminate them, if possible, or refer the child to experts.

3.4.2 Fundamental theoretical knowledge is a precondition, but during the preparation of a preschool teacher, it must be supplemented by practical experience with children who are in this phase of becoming. There is no “typical” child, and to enrich the possessed experiences of a preschool teacher regarding how a preschool child becoming a school child announces him/herself in life reality. For as long a period as possible, they must have an opportunity to be involved in a pedagogic situation with as many such children as possible.

3.4.3 Exposure to practice must occur as early as possible in preparing such teachers. Then the students can have an opportunity to reconsider their vocational choice, if necessary,

before being prepared under the false belief that practice will allow the needed talents and potentialities to rise.

3.4.4 Given the above recommendation, it seems necessary that student teachers who are going to work with young children be rigorously selected. A precondition is that an aspiring preschool teacher must have a stable emotional life and can enter a close affective relationship with a child. The latter can be refined by pedagogical schooling but no preparation, however adequate, can compensate for a defective pedagogical intuition and a lack of readiness for pedagogic engagement.

3.4.5 In the preparation of preschool teachers and teachers of beginners, explicit attention must be given to normatively guiding a child to normative self-actualization. This is a matter which asks for additional research, especially considering the heterogeneous structure of society which has arisen in South Africa. (In this regard, note the large number of immigrant children who find themselves in preschool and primary school).

3.4.6 Since a preschool teacher and teacher of beginners, because of their pedagogical knowledge, are able to offer parents advice, this aspect should be attended to directly in their preparation.

3.4.7 Preparation of preschool teachers and teachers of beginners ought to proceed as a unity with specialization in one of the specializations toward the end of the course. To be able to accompany/guide a child in his/her becoming from a preschool child to a school child, teachers must have practical experience and theoretical knowledge of this entire phase of becoming.

### **3.5 Recommendations regarding a “transitional class” between preschool and primary school**

The findings culminate in and compel the following recommendation:

In the year they turn six, all children must participate in a compulsory preparatory transition class. This instruction must be provided by a preschool to prevent it from losing its initial informal

character and degenerating into a watered-down beginning school year.

The purpose is that attention be given to:

3.5.1 Perception *programs*. The way this is now implemented in a primary school appears to be inadequate in the case of a child with failures. In the case of a child who has no need for this, it can awaken problems of the meaning of his/her own becoming and adequacy, as well as the school's activities in general. A child enters a primary school with the expectation that he/she will acquire these contents as possessed knowledge, which for him/her is an indication of his/her own actualization of his/her becoming. He/she wants to learn to read and write and has the expectation that his/her educators will support him/her in acquiring the necessary possessed experience which makes possible a firm grasp of reality. If he/she is required to spend his/her time practicing skills he/she already has mastered, it is possible he/she will signify the learning event as "meaningless-for-me"!

3.5.2 Preparatory *instruction in reading, writing, and arithmetic*. During the year, the children have an opportunity to build up their possessed experience in common with other children. This can serve as foreknowledge in their later, more formal instruction. Consequently, when later they enter a primary school, the teachers of these beginners will have a more homogeneous group to deal with, and they can assume certain [common] possessed experience when they intervene didactically.

3.5.3 In this transition year, as they show a readiness, the children are increasingly involved in group activities. This will prevent them, as now is the case, from suddenly being plunged into such activities at school entry.

3.5.4 In this transition year, the children are gradually exposed to time limits regarding their activities. This will serve to lessen the initial confusion of a school beginner when approximately every half hour he/she must change activities.

3.5.5 The provisional evaluation of a child's school readiness is done at the end of the transition period by the preschool teacher who has had at least a year to encounter the child, to penetrate his/her lifeworld relationships, to explore the content and quality of his/her experiential world and evaluate his/her physical potentialities. Thus, the teacher can immediately channelize children who are dependent on special teaching because of possible handicaps, instead of them first having to get bogged down in the primary school before their distress is validated in this respect.

3.5.6 It is possible that some children must stay in such a transition class for more than a year. However, if [when] they are recommended for school entry, the teacher of beginners can be assured that, in all probability, they are ready for school.

#### 4. CONCLUSION

This study illuminates an adequate event of child becoming from preschool child to school child. First it is shown how a child shows his/her need for accompaniment, i.e., how he/she announces him/herself in his/her lifeworld. Second, it is shown what the task of accompaniment ought to include to make it possible for a child to realize the potentialities of his/her psychic life by way of self-actualizing them.