

CHAPTER VI

PERSONAL ACTUALIZATION IN THE CLASSROOM

1. INTRODUCTION

The previous chapter focuses on a learner's **self-actualization** by attributing meaning via the various modes of learning and their respective modalities or functions. But this self-actualization must be accompanied by an adult for it to lead to "proper" adulthood. This accompanying is **educating**, and its most obvious manifestation is a **parent (adult) teaching his/her child** something. However, in a changing and technologically complex world, reference to an adult is not merely to a parent, the primary educator.

Because of the increasing complexity of the world, the school arose as an institution to complement a parent in educating and preparing his/her child so he/she can move into the modern, complex adult lifeworld as easily as possible. Thus, the school's task is continuing and completing the educating originating in the home, as well as taking responsibility for interpreting, unlocking, and clarifying the complex structures of reality for a child to enable him/her to eventually become a meaningful adult member of this reality. That is, for a child, schooling is a way to adult life (Langeveld) or is a bridge from the world of the child to the world of the adult (Van der Stoep). This chapter deals with the personal actualization of a child in a classroom. The focus is on how an adult **accompanies** a child's **self-actualization** as this occurs in school. Thus, it is meaningful to consider the relationship between educating and teaching. Van der Stoep (1973, p 12) says that educating a child is only possible by means of teaching. If so, **educating is actualized by teaching**. Hence, **the meaning of (pedagogic) teaching is found in the event of educating** (Van der Stoep, 1973, p 12).

One who is familiar with the structure of contemporary pedagogics knows that it is **didactic pedagogics**, one of its part-perspectives, which is primarily responsible for studying the practice of giving lessons in school. This didactic pedagogical perspective aims to

understand the nature of an educative teaching situation, and to describe its structure. Thus, its task is to discern and describe what generally holds true for **any** (pedagogic) lesson situation. When these essential activities of a lesson are described, and are structured in terms of their inherent relationships, the result is a **lesson structure**, or **teaching model** (Basson, et al., 1983, p 2). It is for this reason that Van der Stoep (1973, p 26) and Louw (1992, p 71) say that any didactic theory leads to a lesson structure, or teaching model which, in fact, is a guideline for designing a teaching situation.

Basson (Basson, et al., 1983, p 3) states that a lesson structure or teaching model must be **functional** by providing realistic guidelines for designing a lesson. According to him, the following four aspects should be considered individually, as well as in their relatedness, in designing a lesson:

1. Subject content

Subject content must be **reduced** to its essentials, and **learning aims** formulated.

2. Aims of the phases of a lesson

The reduced subject content now is **ordered** according to the specific **teaching aims** to be achieved during a lesson.

3. Lesson modalities

Teaching and learning **activities**, as well as supporting teaching and learning **aids** must be thoroughly planned. That is, the **ways** in which teaching and learning are to be **actualized** must be specified and planned.

4. Lesson form

The form of a lesson is determined by anticipating and planning which **teaching method(s)** are to be used in coordination with which **didactic ground forms**. The choice of specific **methodological principles**, as well as certain **ordering principles** give a final touch to the form of a lesson.

These four aspects are the basis for designing **any** lesson. Planning a lesson, as a coordinated teaching and learning event, includes reflecting on the **content**, the **form**, and the **didactic modalities** to be brought into play during the presentation of a lesson. Didactic accompaniment (teaching) by a teacher is directed to **unlocking** reality for a child in such a way that he/she will **understand** it and, thus, establish a meaningful lifeworld for him/herself. Such accompaniment is directed to a **learning effect** he/she is to achieve.

Teaching and becoming adult (personal actualization), thus, are an unbreakable unity in an educative teaching situation.

From a didactic pedagogical perspective, for effective teaching and learning to occur, in designing a lesson, a teacher must create a harmony between its form and content (Van der Stoep and Louw, 1984). Without considering this matter further, from the above considerations, didactic pedagogics has erected a very comprehensive and effective structure, which is a scientific description of teaching, as well as a structural basis (i.e., guideline) for designing any lesson.

Since personal actualization of a child-in-educating is the area studied by psychopedagogics, if it tries to offer anything about the practice of designing and presenting a lesson, the possibility of exceeding its domain or of unnecessary overlapping with didactic pedagogics arises. However, in this connection, teaching and giving a lesson are not a focus only for didactics and subject-didactics, but, as phenomena of educating, their coordinated illumination by **all** part-perspectives of pedagogics is implied (Sonnekus, 1977, p 2). Indeed, the possibility of a pedagogical part-perspective overstepping its terrain does not exist. This is because each part-perspective has as its area of study the **totality** of the reality of educating, and the main differences among them are the **questions** each asks of that reality.

Because psychopedagogics is one of the **foundational [i.e., theoretical]** part-perspectives of pedagogics (along with the part-perspective of fundamental pedagogics), and as such, does not have its own practice, it might seem that it only has a general (theoretical) value and, thus, cannot contribute directly to the practice of teaching. Thus, a question is whether psychopedagogics can really contribute to improving the practice of teaching. Stated otherwise, it also is asked in what ways does personal actualization occur by means of teaching in a classroom. However, it is important to emphasize that the aim of psychopedagogics, in this connection, is not to prescribe to didactic pedagogics, but to supplement didactic pedagogical insights with psychopedagogical ones within a lesson structure.

2. PSYCHOPEDAGOGICS AND LESSON PRACTICE

Stated in broad terms, the aims of teaching are that:

- * a child **learns** the content which is **taught**; and,
- * his/her **becoming adult** prospers accordingly.

These aims of **teaching, learning, and becoming adult** are not separate from each other; this also is because teaching does not make sense without a child learning. Thus, the effect of teaching is observable in a child's learning (Sonnekus, 1977, p xiii).

Learning and becoming, the aims of teaching, also are **ways** in which the **psychic life of a child-in-educating is manifested**, and this is the area studied by psychopedagogics. Hence, it does have a responsibility regarding aspects of the practice of teaching, and its insights are not only relevant but are even necessary.

From the above, it is evident **what** the aims are of teaching in a classroom. In addition to the overarching aims mentioned, each lesson has a specific **lesson aim** and **learning aim** (Van der Stoep, 1973, pp 27-30) which specify, respectively, **what** is going to be taught and **what** is going to be learned. The **lesson aim** refers to what a teacher is responsible for, and to what he/she is going to do with the learning content so the learning aim can be attained. The **learning aim** refers to the learning activities which a teacher plans for the **learners**; it refers to what the learners themselves eventually will be able to do if they appropriately master the learning content (Van der Stoep, 1973, p 29).

However, what these aims often do not make clear is **how** one ought to go about reaching them. Merely formulating aims in terms of **what** is to be attained is insufficient if there is not already an indication of **how** one can proceed. It is precisely regarding this matter of **how** that psychopedagogics makes a specific and necessary contribution to teaching practice.

Since psychopedagogics is interested in the **ways** (how) things occur in an educative situation, in the **ways** a child learns and becomes, its task and responsibility are to contribute to teaching practice with respect to learning and becoming. Psychopedagogical findings regarding the ways a child learns should be considered, especially in planning the lesson modalities. Only then can didactic pedagogical and psychopedagogical insights **converge** to bring about a scientifically accountable teaching practice.

However, implementing psychopedagogical insights should not be separated from the following aims of presenting a lesson (Sonnekus and Ferreira, 1987, pp 310-313):

* **eventual** educative or teaching aims:

--from a psychopedagogical perspective, the eventual aim of all educating is to accompany a child to **proper adulthood** via the **adequate personal actualization** of his/her psychic life;

* **intermediate** teaching and accompanying aims:

--to accompany a child to:

-**stabilized** affective lived experiences

-**ordered** cognitive lived experiences

-**attributing sense and meaning** via normative

lived experiences.

* **immediate** (specialized) learning aims:

--**affective** accompaniment to:

-adequate **sensing**

-adequate **attending**

--**cognitive** accompaniment to adequate:

-**perceiving**

-**thinking**

-**imagining and fantasizing**

-**remembering**

* **immediate** (specialized) aims of **becoming**:

--accompaniment to adequate:

-**exploring**

-**emancipating -distancing - differentiating**

-**objectifying**

Thus, it is apparent that **psychopedagogics**, along with the **teaching aims** formulated by **didactic-pedagogics**, and the **educative aims** of **fundamental pedagogics**, each contribute their own series of aims to the practice of teaching. Again, this raises the question of whether psychopedagogics is overstepping its bounds. But the aims of psychopedagogics cannot be essentially different from the aims of the other two part-perspectives mentioned. The difference is in the fact that psychopedagogics does not say **what** ought to be achieved, but **how** it can be attained. Thus, psychopedagogical aims are not so much directed to an **eventual result**, as the others are, but to a **way of doing**. For this reason, it has **another type** of contribution to

make to the practice of teaching than do the other part-perspectives mentioned. If it indicates the way, then attaining these psychopedagogical aims is a **precondition** for reaching the didactic- and fundamental-pedagogical aims.

From the above, the **necessity** for formulating psychopedagogical aims is evident. Omitting, ignoring, or haphazardly considering them in preparing a lesson will, at most, lead to attaining the **educative** and **teaching** aims by chance and, thus, such a practice does not rest on scientific grounds. This strategy can succeed, but if it fails, a teacher is unable to give an account to him/herself of why it failed (Basson et al., 1983, p 3). Thus, psychopedagogical insights should not be applied in a haphazard way when designing a lesson. Provision must be made for formulating such psychopedagogical aims and goals, and their purposeful attainment must be **planned**.

Unfortunately, practice shows that there is seldom a real integration of didactic- and psycho-pedagogical insights. Indeed, it is especially a student teacher who often does not yet have the skills to allow the content and insights of the different pedagogical part-perspectives to converge in practice.

The problem or question which is raised is, how can psychopedagogical findings be used in natural ways by a teacher and student teacher in designing a lesson? To address this question, first, another one is asked and answered, i.e., **what is the aim of designing and presenting a lesson?** Often, it seems that a lesson is designed only with the aim of being able to **present** a "good" one. Certainly, there is no fault with this, provided it is kept in mind that the quality of a lesson is not in the way it is **presented**, but in its **effect** on the learners. If this is not considered, there is a danger that preparation is only done for the sake of the teaching (the presentation). The implication of this is that teaching for the sake of teaching occurs, and then it becomes an end itself, and this ignores its educative purpose.

Since the purpose of teaching is a learning **effect** aimed for, this aim must be considered in preparing the lesson. The primary **aim** of teaching in school is that a child **learns effectively**. Hence, teaching should be qualified as good, meaningful, or effective only if a child has **learned effectively**. Thus, designing and presenting a lesson must result in adequate learning. Following Kachelhoffer (1983, p 10), in a teaching situation, the emphasis shifts from a **teaching** or

instructional approach to a **studying** or learning approach. What a teacher does **during** teaching is not as important as what the pupils are able to do **afterward**.

However, since the significance of teaching is in a learning effect, it is only after a lesson is presented, and its **learning effect** is **evaluated** that its success and meaningfulness can be determined. The dilemma, of course, is that at the time the evaluation is done, it often is too late to make any corrections if the teaching has not had the desired effect. To anticipate this problem as far as possible, there must be purposeful planning for effective learning while designing a lesson. To be able to do this requires a sound understanding of the ways a child learns (see chapter V).

2.1 Psychopedagogics and designing a lesson

A lesson is given in terms of purposefully selected content with the aim that a child learns, masters, and makes it his/her own (Sonnekus and Ferreira, 1987, p 286). Thus, a lesson situation has a clear **aim**. Above and beyond the overarching aim of a child's proper adulthood, there are distinct, specialized fundamental pedagogical, didactic-pedagogical, and psychopedagogical aims. Teaching in a lesson situation is a pedagogical (i.e., educative) activity and, thus, it implicates the perspectives on educating (and, thus, on teaching) taken by the other part-perspectives of pedagogics (Louw, 1992, pp 48-50). Even though the aims of the various pedagogical part-perspectives are distinguished from each other, in practice, their joint attainment is striven for. In this way, there is an attempt to accompany a child to attain greater mobility regarding the content, to increase his/her skills, and competencies to act, choose, and judge. Hence, the aim of teaching is that a child learns to strengthen his/her grasp of reality (content) and establish a meaningful lifeworld for him/herself. If this learning aim is achieved, an elevation in the level of his/her behaving occurs, his/her becoming is actualized, and he/she gradually progresses in the direction of adulthood.

Presenting a lesson should not be haphazard, or spontaneous. It is a purposeful and planned activity which requires thorough preparation by a teacher and is directed to a child's learning activities. Preparing a lesson implies that a teacher **plan** to create a harmony between **form and content** (Van der Stoep and Louw, 1984, p 40), as well as between **teaching and learning** (Sonnekus,

1977, pp 55-56). Thus, in his/her preparation, he/she is accountable for his/her interpretation of both his/her academic subject knowledge, and his/her didactic-pedagogical knowledge in the light of the demands which the practice of teaching place on him/her (Van der Stoep and Louw, 1992, Chapter 5).

Since it is a teacher who designs a situation, and initiates teaching, he/she is responsible for the events in his/her classroom. The core of this responsibility is to disclose the **meaning** of the content to his/her pupils. Thus, the lesson content is central to both preparing and presenting a lesson.

The choices of a theme, the correlated content, and especially the ways a teacher deals with this content largely determine the success of a lesson. In this connection, there are three matters (Van der Stoep, 1973, p 32) which should not be lost sight of in designing a lesson:

- * **reducing** the content;
- * **stating the problem** which a teacher identifies;
- * **ordering** the content.

A teacher must have substantive subject knowledge to disclose the implicit or inherent meaning of the content to his/her pupils. To do this, the content must be **reduced** so that only the **essential** facts (elementals, key, or "big" ideas) which carry its sense and meaning remain. In the light of the learning aim, the facts must be "purified", such that the pupils can be accompanied to learn the core of the matter. To put the content, and especially its meaning, within a child's reach, it must be reduced to its essentials (elementals) and expressed in language understandable to him/her. This requires mobility, and flexibility on the part of a teacher regarding his/her subject knowledge, as well as his/her knowledge of his/her pupils, their possessed experience, or foreknowledge, and the quality of their insights (Gouws, 1984, p 128).

Reducing the learning material requires that, in a search for essentials, there is a return to the **origins** of the learning content, i.e., a return to the way it appears in the lifeworld of a child [pupil]; therefore, the essentials, in terms of which a lesson is designed should, at least, be an implicit part of a child's foreknowledge, or possessed experience (Sonnekus, 1977, p 26).

The selection and reduction of content for a lesson theme does not mean that the pupils to whom a lesson will be presented are necessarily interested in this theme. Van der Stoep (1973, p 38) points out that learning is most effective when a theme is presented in the context of a **problem**. Although a theme itself is not a problem, it contains an inherent problem(s) which must be brought to light in such a way that, for the pupils, it becomes a meaningful, important question worth answering. Stating the lesson problem should place the lesson content in a child's lifeworld. Then, this awakens his/her willingness to search, under the accompaniment of his/her teacher, for a solution to the problem and, thus, for the meaning of the content.

Further, a teacher should explicitly **order** the content because its meaningfulness to a learner is closely related to how it is ordered, or organized (Van der Stoep, 1973, p 41). Of importance in this connection is that ordering the content links up with a child's own cognitive, order-directed lived experiences, because this link promotes learning.

In addition to reflecting on how he/she should deal with the **content** of a lesson, also it is necessary that he/she considers and plans its **form**. It is the **didactic ground forms** (play, conversation, example, and assignment), the **methodological principles** (inductive and deductive), the **principles of ordering** the learning material (e.g., linear, chronological, symbiotic), and the **teaching methods** (tell, relate, question-and-answer, free activity, demonstration, etc.) which give form to a lesson. Also, it is the **didactic modalities** (learning, and the learning aids) which put a lesson into motion and, thus, which must be planned for each of the six phases of a lesson (Gouws, 1984, p 129). These phases are considered below.

It is especially with respect to planning which modes of learning are to be actualized that psychopedagogics can and should contribute to a lesson practice. The following discussion of this matter assumes that a teacher has a thorough understanding of how a child learns (see chapter V).

According to Louw (1992, pp 88-91), the form in which the content is presented not only depends on its nature but on the nature of a child to whom it is presented. Hence, the form of a lesson should be in harmony with the ways a child learns. Thus, a teacher should try, through his/her teaching activities, to complement a child's

learning activities. In designing a lesson, a teacher should not leave the question of the modes of learning to chance (Van der Stoep, 1973, p 55) and, thus, he/she must have a good understanding of the ways learning occurs. (Again, see Chapter V).

A child learns by means of a variety of **modes of learning**, each of which fulfills many **learning functions**. Thus, teaching directed to a child's learning requires that, in preparing a lesson, opportunities be created to fulfill the functions or modalities of the relevant modes of learning. To ensure adequate learning as far as possible, the first question a teacher should consider in designing a lesson is not about his/her way of presenting, but about the ways his/her pupils will learn the subject content. After selecting the content, a teacher decides which modes of learning, and their functions will achieve the desired learning effect. For example, when **perceiving** (Sonnekus and Ferreira, 1987, pp 115-119) is prominent in a learning event, provision should be made for **globally identifying, analyzing, synthesizing, and ordering** (i.e., for the modalities of perceiving) during the presentation of a lesson. When **thinking** (Sonnekus and Ferreira, 1987, pp 119-122) is the mode of learning by which the best learning effect can be attained, opportunities should be created for **stating and solving a problem, concept forming, abstracting, and ordering**. Only after a teacher has ascertained the relevant learning modes and functions can he/she further plan the lesson.

The reduction and ordering of the content, stating the problem, as well as the choice of ground forms, methodological principles, teaching methods, etc. should not rest solely on the unique nature of the subject matter but they also should be based on the modes and modalities of learning which are to be actualized in each phase of the lesson. Only then will the pupils' needs, potentialities, and levels of becoming (development) be considered in planning the lesson, thereby increasing the likelihood for its success (Crous, 1984, p 23).

The **success of teaching** is not measured by a teacher's activities, but by the **quality of the learning effect achieved** by the pupils (Kachelhoffer, 1983, p 12). Thus, an overarching aim of teaching is adequate learning and, therefore, in formulating a **lesson and learning aim**, there should be an indication of the modes and functions (modalities) of learning which can be actualized. For this reason, it is necessary to formulate a learning aim(s) in terms which

can be **operationalized** as **practical, feasible learning activities**. From such a formulated learning aim(s), the precise modes, and modalities of learning, as well as the complementary **teaching activities** can be indicated.

The following learning aims illustrate the above exposition (Slabbert, 1983):

At the end of this period, the pupils ought to be able to:

- * **name, write down** and **draw** different parts of a flower;
- * **identify** the different parts of a flower;
- * **describe** the function of each part of a flower;
- * **dissect** a flower to **show** each of its parts.

With such a formulation of learning aims, the learning activities the pupils must carry out are revealed and, in this light, the modes and functions (modalities) of learning, and the teaching activities are inferred. The above is tabulated as follows:

Learning	Mode of learning	Learning modality (function)	Teaching activity
Name	Remember	Make present	Prompt, tell, repeat, ask questions
Write down	Remember	Make present	Prompt, tell, repeat
Draw	Imagine	Creatively represent	Demonstrate
Identify	Perceive	Globally identify	Point out
Describe	Remember	Make present	Narrate, explain
Dissect	Perceive	Analyze	Demonstrate
Show	Perceive	Globally identify	Point out

Hence, **perceiving**, **remembering**, and **imagining** are prominent in a lesson having the above learning aims. Thus, a lesson design should revolve around the functions of these ways of learning. When a lesson modality is in a design, it should be planned in such a way that the **learning activities** and the **teaching activities** are brought into harmony. Thus, this harmony between teaching and learning can be accomplished via the **modes of learning and their modalities**. An additional advantage of correctly formulated learning aims is that they not only direct the pupils' learning, but they serve as guidelines for **evaluation**. According to Kachelhoffer (1983, p 13), correctly formulated aims are the basis for evaluation because, during evaluation, the pupils are expected to do what the learning aims require of them.

Indeed, a lesson design is set in motion through teaching or accompanying in a classroom. By first determining the relevant modes of learning, it also can be deduced how his/her accompaniment ought to proceed. Thus, he/she can determine when he/she must accompany affectively (affective modes of learning--sensing and attending) and when to do so cognitively (cognitive modes of learning--perceiving, thinking, imagining, fantasizing, remembering). Further refinement is also possible. When **thinking** is to be actualized, a teacher might plan his/her accompaniment primarily around several questions while, when **perceiving** is to be actualized, he/she might plan to demonstrate, to analyze, to elucidate, and to clarify.

After the content which is going to be presented is delimited, the lesson design ought to have its point of departure in the ways a child is going to learn the content. If this is the point of departure, the rest of the design and its presentation will be in harmony with a child's learning.

2.2 Psychopedagogics and presenting a lesson

Psychopedagogics not only offers information about how a child learns, but about how he/she should be accompanied so he/she can learn adequately. As indicated, there is a direct relationship between the ways a teacher accompanies and the ways a child gives meaning and, thus, learns. For this reason, while designing a lesson, these ways of accompanying/guiding a learner are planned and then implemented when a lesson is presented.

A lesson design which takes its point of departure from the modes of learning and is further constructed around the phases of a lesson, provides a teacher with a **structure** in terms of which his/her teaching can progress. However, in presenting a lesson, this structure must be set in **motion**, and this can only be done by a teacher's **accompaniment**, and a child's **active participation**, or **self-actualization**. Within each of the six phases of a lesson, the ways of accompanying (affective, cognitive, normative) most relevant for actualizing learning should be implemented.

According to Basson, et. al. (1983, p 21), the following **aims of the phases of a lesson** are distinguished:

- * actualizing (recalling) foreknowledge;
- * stating and formulating a problem;
- * exposing (presenting) the new subject content;
- * actualizing (controlling/mastering) the new subject content;
- * functionalizing (applying) new insights;
- * evaluating insights.

Each of these aims is an important aspect of planning the **course** of teaching. The aim of each phase is a teaching aim which a teacher should strive for, and in terms of which his/her pupils must show specific achievements. Each of these aims is now elucidated, primarily from a psychopedagogical perspective, but also from a didactic pedagogical view. (With respect to the didactic pedagogical insights on this topic, there is no claim of completeness, and the reader is referred to the existing literature--see, e.g., Basson et al, 1983, pp 21-28; Van der Stoep, 1973, pp 171-182).

2.2.1 Actualizing foreknowledge

Didactic pedagogics unanimously views actualizing foreknowledge as the beginning or first phase of a lesson. During this phase, the pupils are made aware of their existing knowledge of relevance to a lesson theme, or content. The aim is to stimulate them and awaken their interest by linking up with what they already know. Thus, in this phase, a teacher searches for meaningful relationships between foreknowledge and the (yet to be presented) new knowledge to ensure that adequate meaning will be attributed to the new content.

A teacher should not merely assume that previously presented themes or topics exist explicitly as foreknowledge. Thus, his/her

first task is to assist the pupils to become confident and flexible with respect to such possessed knowledge (Basson, et al., 1983, p 22). Based on a teacher's **reduction** of the new content, he/she identifies and anticipates a relevant field of foreknowledge which he/she can take as his/her starting point, and by which meaningful relationships can be made between the existing and the new knowledge. The foreknowledge actualized in this phase need not be **subject content**, but it ought to be familiar to the pupils from their **experiences**. That is, this first phase should begin with the pupils' **everyday lifeworld**, and this primarily involves "life content" and not so much "learning content".

For success in his/her aim of actualizing foreknowledge, a teacher should actively involve his/her pupils as much as possible in this phase. Only then will he/she be able to decide if they have the relevant foreknowledge at their disposal. If they do not, he/she must attend to the gaps which have come to light (Basson et al., 1983, p 22).

The above indicates **what** is expected from the actualization of foreknowledge, viewed from a **didactic pedagogical perspective**. However, from a **psychopedagogical perspective**, an answer must be provided to the question of **how** such relevant foreknowledge can be actualized. A lesson is set in motion by the teaching and learning activities; thus, the ways a teacher **accompanies** his/her pupils and how they **actualize their learning** should be considered.

Since this phase involves recalling foreknowledge, it is logical to expect that, by **remembering**, the pupils will **make** the relevant foreknowledge from their possessed experience **present** (Sonnekus, 1977, p 57). Since remembering is a **cognitive** mode of learning, a teacher's **cognitive accompaniment** plays a prominent, though not exclusive, role. Hence, a teacher should direct an appeal to the modality of remembering called "making something present", e.g., by asking **questions**, by naming a **familiar** example, or by **recalling** facets of previous themes. The aim is to put in the foreground the relevant lifeworld content with which his/her pupils are well acquainted and, in this way, to awaken in them **feelings** of confidence and stability. Thus, he/she should guard against this lesson phase degenerating into an **evaluation** of pupils' knowledge of a previous lesson. Such a strategy might have the exact opposite effect, especially when it is evident that they do not have at their disposal the necessary or expected mobility with respect to the

content. Thus, it is evident that a teacher's **affective accompaniment** to stabilize his/her pupils' emotional lived experiencing is his/her immediate psychopedagogical aim in this phase of a lesson. This is because the resulting emotional stability creates a **learning readiness** in his/her pupils, and a way then is paved for their cognitive involvement with the new content.

However, it is not only remembering which is relevant to this first phase. By a teacher's direct questions, narration, etc., his/her pupils' remembering is actualized, and certain content, matters, and events from the past again are placed in his/her pupils' awareness. Thus, they become **aware** of a particular slice of reality and, in this way, their wondering, astonishment, interests, etc. are awakened and, if their **sensing is stable**, the course of adequate cognitive learning is initiated and supported (see Chapter V).

From the totality of a pupils' possessed experience, what is relevant to the new content to be presented is referred to as foreknowledge, and it is this foreknowledge which he/she **selects** for his/her pupils to remember. In this way, **attending** (as a selective activity) is activated and directed to the new content (as a sharpened intention to learn). Thus, especially **sensing** and **attending** are prominent in this phase, and are foundational to and sustaining of **remembering**, the mode of learning at the core of this phase. However, once again, the modes of learning are at a child's disposal at any time, and function as a totality (Sonnekus and Ferreira, 1987, p 298).

Since the primary aim of this first phase is to make the pupils **ready** to actualize their modes of learning, a teacher should also take care to create an atmosphere conducive to this. In this regard, even the way he/she greets his/her pupils, and his/her attitude and disposition during a lesson can promote or impede the teaching event. Therefore, it is necessary that he/she establish a warm, intimate, and trusting lesson climate within which his/her pupils lived experience the emotional stability which makes adequate learning possible.

2.2.2 Stating and formulating the problem

From a **didactic pedagogical** perspective, the transition from one phase to the next should be natural; also, a lesson should eventually form a meaningful whole and not be discrete phases. Hence, it is

important that stating and formulating the problem connect with and flow from the foreknowledge phase.

As indicated, effective learning occurs best when pupils are confronted with a problem which gives rise to a meaningful, conspicuous question which is worth the trouble of answering (Van der Stoep, 1973, p 38). From the previous lesson phase, and the familiar content remembered within it, the pupils must be guided such that they are faced with something which is **problematic** for them. This is because a problem makes them aware of the **incompleteness** of their existing knowledge, or understanding of it (Basson, et al., 1983, p 23).

At the beginning of a lesson, the point of departure is familiar and known life content, and it is from this that the problem should arise. That is, as far as possible, the problem should have its origin in the pupils' lifeworld. By stating the problem, the learning content is placed at the center of the pupils' lifeworld. In this way, stating the problem is the **intersection** of the familiar (old) and the new, as well as of life- and learning-content.

Unfortunately, it is common practice to merely announce the **theme** at the beginning of a lesson (e.g., "today we will learn how to borrow in subtraction"), and the teacher merely assumes that the problems inherent to such a theme speak to the pupils, and that they are interested in them. Announcing the theme often offers them no personally meaningful problem, and then they have no desire to learn anything more about it. Thus, in stating the problem, a teacher should formulate the learning aim in such a way that it is experienced by the pupils as a meaningful problem or question, the answer to which they are motivated to know because of the tension arising from their awareness of the discrepancy between what they know and what they **must** learn to know (i.e., the incompleteness of their knowledge about the topic).

However, this does not mean that they merely experience the problem the teacher has formulated as a question. It ought to be formulated so that it is slightly above their level of becoming, but still within their field of interest, i.e., within their zone of proximal development (Vygotsky, 1986, p 187). By discovering their **deficiencies** in what they know, they begin to ask questions and adopt the problem as their own; hence, when possible, the pupils should formulate the problem in their own words (Basson, et al.,

1983, p 23). This is how an attempt is made to awaken their **willingness** and desire to search for a solution to the problem.

From a **psychopedagogical perspective**, stating the problem awakens the pupils' **willingness**, and especially connects the **goal-directed** function of willing (motivation) to the **learning aim**. However, a precondition for this is that they lived experience emotional stability because such stability supports their **willingness** to learn (sensing) and **sharpens their learning intention** (attending) such that they can proceed to solve the problem by **thinking**.

The **psychopedagogical aim** during this phase is to actualize the pupils' **willingness**, while **attending** and **thinking** (a cognitive mode of learning) are actualized. The pupils are now **directed** to attend to and think about the problem. In the following phase of the lesson, the modes of learning are focused on solving the problem.

2.2.3 Exposing the new subject content

According to **didactic pedagogics**, after the problem is stated by the teacher and is experienced as a real problem by the pupils, this phase aims to lead to a solution of the problem. This phase entails presenting or exposing the **essentials** of the new subject content which a teacher arrived at in **reducing** the content. Thus, the aim of exposing the new content is to present the pupils with what they must know to solve the stated problem (Basson, et al., 1983, p 24). Here, a teacher should not be impatient; further, he/she should let his/her pupils use their **own** devices in searching for a solution. Also, he/she should monitor whether they **feel** prepared and ready to open themselves further and learn to know and control the new content (Sonnekus and Ferreira, 1987, p 301).

During actualizing foreknowledge (the first phase), there is great reliance on the pupils' possessed experience, and, hence, their everyday lifeworld is the point of departure. Stating the problem also has its origin in their lifeworld, and it is a point of contact of the old and the new content. Now, during this exposition phase, a **transition from life content to the learning and subject content** should occur. For this reason, a teacher unlocks the new essentials for his/her pupils in such a way that the solution to the problem gradually becomes evident to them (Van der Stoep, 1973, p 174). At this point, an example or examples can be **demonstrated** by the

teacher, or there can be a **joint demonstration** with the pupils to facilitate the solution to the problem. In this way, he/she helps his/her pupils attain a solution to the problem quickly and effectively (Basson, et al., 1983, p. 24). During this phase, the **methods** of question-and-answer, class discussions, etc. are often used in guiding the pupils to **form concepts** (Van der Stoep, 1973, p 174).

During this phase, the pupils' **active involvement** is necessary since they **themselves** must attain cognitive control of the new content. That is, they must **learn** how to be involved with this content.

From a **psychopedagogical perspective**, they should be guided by a teacher to learn on a cognitive or conceptual level (Gouws, 1984, p 141). By a teacher intensifying their attending, they can proceed to a **cognitively ordered lived experiencing** of the new content. Then, their modes of learning can be focused on learning the new content, which also is the **solution to the problem**. In this way, the pupils experience and **lived experience** the new content and, by attributing meaning to it, it becomes integrated with their possessed experience as something **meaningfully** related to a real problem which they have accepted as their own.

Although it is the pupils themselves who learn and, therefore, self-actualization is very prominent, the teaching activities (accompanied actualization) should be in **harmony** with the specific modalities (functions) of the modes of learning actualized at each moment of the lesson. All activities, as well as all teaching and learning aids which might be used should be **purposefully** directed to **effective learning**. Thus, the **cognitive modes of learning** are prominent during the exposition phase and, therefore, the teaching activities ought to be characterized as **ordered cognitive accompaniment**.

There is no doubt that a teacher should display a great deal of care and thoroughness in planning this phase of a lesson. Even so, there is no guarantee that the pupils will arrive at an insight into the new content, or that they will be able to independently solve similar types of problems. Therefore, the aim of the following phase is to **check or verify** if they have acquired the desired insights and, if not, to immediately remedy this.

2.2.4 Actualizing (controlling) the new subject content

From a **didactic pedagogical perspective**, the aim of exposing the new content is to provide the pupils with what they must know to solve the previously stated problem. However, it should not merely be assumed that they have reached this aim. According to Basson, et al. (1983 p 25), in general, it is found that most of the pupils have broken through to insight, and they can proceed to further **exercise** (practice of) this insight with respect to **new and varied problems**. However, there is also the possibility that some of them have not yet attained insight and, thus, they must be given an opportunity to practice **to insight**.

Thus, this phase involves monitoring the pupils' insights into the essentials of the content, i.e., the immediate learning effect (Gouws, 1984, p 142). At this point, it must be determined if they understand and if they can solve the problem in terms of the new content which has just been unlocked for them. Hence, in this phase, the pupils review the essentials, summarize, and schematize them, as well as practicing of and practicing to insight (Sonnekus, 1977, p 63). This monitoring can be done during or after the presentation by asking questions, by gradually completing or filling in a prepared piece of work, etc. (Van der Stoep, 1973, p 176). However, one must guard against confusing question-and-answer, as a **method of presentation**, with this same **method, as checking/monitoring**. The aim of controlling, or actualizing the new subject content, is to check on the teaching effect of the presentation (Basson, et al., 1983, pp 25-26). It must be ascertained if all pupils have attained the desired level of insight, since future themes are often built on them. Without the desired or expected insights, there cannot be a transition to the functionalizing phase. Thus, checking for individual insights into the essentials of the new learning material is characteristic of this phase (Gouws, 1984, p 142).

According to Sonnekus (1977, p 63), **for psychopedagogics**, this phase has to do with checking on the entire course of the lesson to this point. Specifically, this involves a check on the **stability** of the pupils' emotional lived experiencing, as well as the **orderliness** of their cognitive lived experiencing to determine the state of their **lived experiencing of meaning**. For this reason, any review of the essentials or **practicing of** and **to insight** cannot amount to drill work, repetition, or forming associations. Rather, a teacher should try to ensure that his/her pupils lived experience the content as

meaningful and become integrated with their possessed experience. In this light, **remembering** figures prominently in this phase, and the modalities (i.e., putting in the present and integrating) of this mode of learning must be considered. Thus, the relationship between the new learning material and possessed experience becomes resolved.

2.2.5 Functionalizing new insights

For **didactic pedagogics**, the aim of this phase is to firm up and put to functional use the insights the pupils have acquired through the exposition of the new content (Van der Stoep, 1973, p 177). Functionalizing implies applying, and it involves the formative value of the learning content with the view of transferring and applying it to new situations (Sonnekus and Ferreira, 1987, p 304).

According to Basson, et al. (1983, p 26), the pupils should now be helped to free themselves from a dependence on the example or examples used during the exposition phase. Where initially, examples were shown by the teacher or jointly with the pupils, now the pupils themselves must practice, apply, and achieve. By integrating the old and the new, they can attain greater mobility and confidence with respect to the content. Thus, it is expected that they will transfer and apply their acquired insights and knowledge to areas and problems other than the examples by which they originally acquired them. In contrast to controlling the new content, in this phase there is an attempt to evaluate the pupils' insights and proficiencies in new situations (Basson, et al, 1983, p 27).

Viewed **psychopedagogically**, functionalizing implies that the degree to which the pupils have come to **lived experience meaning**, which now is embodied in their behaviors. Against the background of the new structures (meanings), now integrated with their possessed experience, all modes of learning are mobilized to explore related areas, and to solve new problems. The pupils themselves must productively and creatively **actualize** their learning potentialities, and, in this way, their lived experience of meaning is broadened and deepened and, once again, integrated with their possessed experience.

2.2.6 Evaluating insights

According to **didactic pedagogics** evaluating (testing) the pupils' insights and understanding of the essentials of the learning material after the end of the theme or a lesson, or series of lessons, is a necessity. The pupils' own thoughts, creations, activities, or experiences regarding the content must be evaluated, and a teacher should provide for this evaluation beforehand in his/her lesson design. The aim of evaluating is to **compare** the achievement of the pupils, as well as to provide them with an opportunity to **discover** for themselves.

Evaluating helps a teacher form an image of his/her pupils' work. Problems of individual pupils and problems experienced by the whole class regarding a part of a work can possibly be indicated by a test (Basson, et al., 1983, p 27).

By evaluating, a teacher determines:

- * the pupils' readiness for further progress in the subject;
- * the quality of a teacher's presentation (unlocking);
- * which pupils need remedial help (Van der Stoep, 1973, p 180).

Evaluation has the additional advantage of providing the pupils with the assurance that they have attained the expected level of achievement, or that it is still lacking. Irrespective of the form of the evaluation, a teacher should be confident that it reflects the pupils' insights into and handling of the essentials of the learning material (i.e., that the evaluation is valid).

During evaluation, the pupils are given the task of solving problems, making applications, searching for relationships, or drawing conclusions by means of self-activity, all by virtue of their insights (Gouws, 1984, p. 144). Thus, they must give evidence that they can manage the learning content without a teacher's assistance, and accompaniment. Hence, evaluation is necessary, since it is the only way to determine if the aims of the lesson or series of lessons have been attained.

Since giving meaning is a matter central to the pupils throughout the lesson, evaluation, from a **psychopedagogical perspective**, refers to the meaningfully lived experienced learning content which has become integrated with their possessed experience. This implies that the ways in which the psychic life and learning have been

actualized during the lesson are considered. Evaluation aims to determine the **elevation in level** of the pupils' personal actualization and, thus, in the elevation of their learning and becoming. In other words, this involves an evaluation of the pupil's behaviors resulting from their learning and becoming (Sonnekus and Ferreira, 1987, p 306). Evaluation does not merely involve determining a score or percentage on a test or examination, but it involves determining the meanings the pupils' have attributed or given to the lesson content.

3. SUMMARY

Designing and presenting a lesson require a convergence of didactic pedagogical and psychopedagogical insights. Since teaching is aimed at a child's effective learning, while designing and presenting a lesson, there is necessarily a close linking up with insights into the ways pupils learn. Thus, the modes and modalities (functions) of learning are an integral part of designing a lesson. Also, during the presentation of a lesson, a harmony between the teaching activities of a teacher and the learning activities of the pupils must be continually striven for. A lesson which is purposefully designed and presented in this way ought to promote the pupils' adequate attribution of meaning and, thus, their adequate personal actualization.

4. REFERENCES

- Basson, N.J.S., Oosthuizen, W.L., Duvenage, D.C., and Slabbert, J.A. 1983 **Lesontwerp**. CapeTown-Johannesburg: Juta and Kai.
English translation: georgeyonge.net/node/93
- Crous, S.F.M. 1984 Psigopedagogiek en lespraktyk. **Pedagogiek Joernaal**, 5, 18-31.
- Gouws, M. 1984 Psigopedagogiese **begeleiding as opgawe in die opvoeding en onderrig van die verstandlike begaafde kind**. Unpublished D. Ed. Dissertation. University of Pretoria.
- Kachelhoffer, P.M. 1983 Die verband tussen leerdoelwitte en evaluering. **U P - Dosent**, 4, 9-18.
- Louw, W.J. 1992 **Relations in didactics**. Pretoria: Academica
- Slabbert, J.A. 1983 **Reduksie van leerinhoud**. Lecture presented during a symposium on school practice.
- Sonnekus, M.C.H. 1977 **The teacher, the lesson and the child**. Stellenbosch: University Publishers and Booksellers.

Sonnekus, M.C.H. and Ferreira, G.V. 1987 **Die Psigiese lewe van die kind-in- opvoeding**. Stellenbosch: University Publishers and Booksellers.

Van der Stoep, F. (Ed.) 1973 **Die Lesstruktuur**. Johannesburg: McGraw-Hill. **English translation:** [.georgeyonge.net/node/43](http://georgeyonge.net/node/43)

Van der Stoep, F. 1977 Forward. In Sonnekus, M.C.H., **The teacher, the lesson and the child**. Stellenbosch: University Publishers and Booksellers.

Van der Stoep, F. and Louw, W.J. 1984 **Didactics**. Pretoria: Academica.

Vygotsky, L.S. 1986 **Thought and language**. Newly revised and edited by A. Kozulin. Cambridge: MIT Press.