

# CONTENTS

## CHAPTER I: FROM REALITY TO SCIENCE

1. Reality as point of departure
2. The phenomenological method
3. Pedagogics as science
  - 3.1 The underlying anthropology
  - 3.2 Psychopedagogics: an introductory orientation
4. Preliminary questions
5. References

## CHAPTER II: THE PRECONDITIONS FOR PERSONAL ACTUALIZATION

1. Introduction
2. Accompanying (guiding) to personal actualization
  - 2.1 Affective or emotional accompaniment
  - 2.2 Cognitive or knowing accompaniment
  - 2.3 Normative meaning-giving accompaniment
3. Self-actualization
  - 3.1 Preconditions for self-actualization
    - 3.1.1 The I as spiritual core of a person
    - 3.1.2 Child potentialities
      - 3.1.2.1 Intelligence as a cognitive potentiality
      - 3.1.2.2 Language, play, body
4. Summary
5. References

## CHAPTER III: PERSONAL ACTUALIZATION BY ACTUALIZING THE PSYCHIC LIFE AND LEARNING

1. Introduction
2. Actualizing the psychic life
  - 2.1 Experiencing as a mode of actualization
  - 2.2 Willing as a mode of actualization
  - 2.3 Lived experiencing as mode of actualization
    - 2.3.1 Emotional lived experiencing
    - 2.3.2 Knowing lived experiencing
    - 2.3.3 Normative (meaning-giving) lived experiencing

- 2.3.4 The relationships among the different modes of lived experiencing
- 2.4 Behaving as a mode of actualization
- 2.5 The interconnections among the different modes of actualizing a child's psychic life
  - 2.5.1 The relationship between lived experiencing and willing
  - 2.5.2 The relationship between willing and experiencing
  - 2.5.3 The relationship between experiencing and lived experiencing
  - 2.5.4 The interconnections among the modes of actualizing the psychic life
- 3. Intelligence and actualizing the psychic life
- 4. Learning and actualizing the psychic life
  - 4.1 Emotional or accompanying modes of learning
  - 4.2 Knowing modes of learning
  - 4.3 The relationships among the modes of learning and actualizing the psychic life
- 5. Summary
- 6. References

## CHAPTER IV: THE RESULTS OF PERSONAL ACTUALIZATION

- 1. Introduction
- 2. The outcomes or embodiments of a child's self-actualization
  - 2.1 The building up of possessed experience
  - 2.2 Acquiring a self-concept
    - 2.2.1 Educating and acquiring a self-concept
    - 2.2.2 Actualizing the psychic life and acquiring a self-concept
  - 2.3 Behavior resulting from self-actualization
  - 2.4 Becoming and a child's self-actualization
    - 2.4.1 The relationship between becoming adult and development
    - 2.4.2 The relationship between becoming adult and learning
    - 2.4.3 The relationship between becoming adult and actualizing the psychic life
  - 2.5 Criteria or yardsticks for evaluating becoming adult

- 2.5.1 Exploring
- 2.5.2 Emancipating
- 2.5.3 Distancing
- 2.5.4 Differentiating
- 2.5.5 Objectifying
- 3. Synthesis: A possible basic psychopedagogical structure
- 4. References

## **CHAPTER V: LEARNING AND PERSONAL ACTUALIZATION**

- 1. Introduction
- 2. A psychopedagogical perspective on learning
  - 2.1 Affective (sustaining) modes of learning
    - 2.1.1 Sensing
    - 2.1.2 Attending
    - 2.1.3 Actualizing the affective modes of learning in the classroom
  - 2.2 Cognitive (knowing) modes of learning
    - 2.2.1 Perceiving
    - 2.2.2 Thinking
    - 2.2.3 Imagining and fantasizing
    - 2.2.4 Remembering
    - 2.2.5 Actualizing the cognitive modes of learning in the classroom
- 3. Learning and curriculum planning
- 4. Summary
- 5. References

## **CHAPTER VI: PERSONAL ACTUALIZATION IN THE CLASSROOM**

- 1. Introduction
- 2. Psychopedagogics and lesson practice
  - 2.1 Psychopedagogics and designing a lesson
  - 2.2 Psychopedagogics and presenting a lesson
    - 2.2.1 Actualizing foreknowledge
    - 2.2.2 Stating and formulating the problem
    - 2.2.3 Exposing the new subject contents
    - 2.2.4 Actualization (controlling) the new subject contents
    - 2.2.5 Functionalizing new insights
    - 2.2.6 Evaluation insights
- 3. Summary

#### 4. References

### CHAPTER VII: PERSONAL ACTUALIZATION DURING DIFFERENT PERIODS OF LIFE

1. Introduction
2. The preschool period
  - 2.1 The baby or suckling
  - 2.2 The toddler
  - 2.3 The preschool child
  - 2.4 Acquiring language during the preschool period
    - 2.4.1 The difference between language and speech
    - 2.4.2 Early forms of communication
    - 2.4.3 Factors that influence acquiring speech
  - 2.5 School readiness in the preschool child
  - 2.6 Personal actualization of the preschool child
3. The primary school child
  - 3.1 The junior primary school child
  - 3.2 The senior primary school child
  - 3.3 Personal actualization of the primary school child
4. The secondary school child
  - 4.1 Puberty and adolescence
  - 4.2 Personal actualization of the secondary school child
5. Summary
6. References

### APPENDIX

#### (ADDITIONAL COMMENTARY REGARDIING PERCEIVIING AND TJINKING BY TRABSLATOR)

### CHAPTER V\* : LEARNINGAND PERSONAL ACTUALIZATION

1. INTRODUCTION
  2. A PSYCHOPEDAGOGICAL PERSPECTIVE ON LEARNING
    - 2.1 Affective (sustaining) modes of learning
      - .1.1 Sensing
      - 2.1.2 Attending
-

- 2.1.3 Actualizing the affective modes of learning in the classroom
- 2.2 Cognitive (knowing) modes of learning
  - 2.2.1 Perceiving
  - 2.2.3 Imagining and fantasizing
  - 2.2.4 Remembering
  - 2.2.5 Actualizing the cognitive modes of learning in a classroom
- 3. LEARNING AND CURRICULUM PLANNING
- 4. SUMMARY
- 5. REFERENCES