CHAPTER ONE

AN ESSENCE ANALYSIS OF THE EDUCTIVE
TEACHING SITUATION

1. INTRODUCTION

Without a doubt it is characteristic of a human being that he
educates, is educated, lends himself to educating and that he learns.
The family is the most primordial field of educative teaching where
adults and children communicate with each other. By virtue of the
child's need for help and of the parents' norms and values,
authority and status, the two parties are dependent on each other in
the educative situation. In the family educating, teaching and
learning are actualized in terms of norms by which the child
becomes involved in the life and world of the adult. This event has
its beginning in family life firstly because it is the natural place
where the child can learn as a consequence of his security and the
safe place within which he dwells; second, it must be kept in mind
that **essentially the child is someone who wants to be
someone himself.** To want to be someone is to want to become an
adult. This means to **know** and to be able to make decisions
independently and on one's own responsibility. To be able to do
this he must learn certain skills and other life contents that are valid
in the particular cultural pattern within which he is born. It is clear
that without the help of the adult a child cannot progress on the
course that leads to adulthood.

This assistance given by the adult to the becoming child occurs
within a particular situation. It is a human situation that must be
established (designed, constituted) by these participants (persons).
Also, they must accept responsibility for its course and eventual
(ultimate) aim. From the discussion so far, it is clear that this
particular human situation involves someone (adult) who **teaches
educatively** and someone (child) who **learns**, and it is called an
educative teaching situation. However, this situation will not be
gone into any further now because its entire structure in family life
as well as in school is considered in section 3.3.

Although most of the themes appear to be familiar, invariably there
are concepts used that possibly are less familiar. The student ought

to make sure that he understands the concepts well and in doing so make his further study of didactic pedagogics easier and more enjoyable. The student who encounters these concepts for the first time usually finds them difficult to understand. This immediately creates the impression that didactic education is a difficult subject. However, this is not so provided student and lecturer make sure that the concepts used are understood and explicated clearly. Therefore, it is necessary first to clarify some concepts.

2. CLARIFICATION OF SOME CONCEPTS

2.1 Education (Pedagogics)

Education is the knowledge, doctrine or theory of the phenomenon "educating". In other words, pedagogics is the science of the event of educating. Its area of study is the educative event itself as it presents itself in educative situations. It also is the science of educative activities. Its primary task is to learn to know the phenomenon of educating, an event that occurs only between and among persons. "Pedagogic" is a comprehensive concept derived from the Greek "paidagogia" that means guiding a child. Again, guiding a child is derived from the Greek "pais", meaning child and "agien" that means to lead or allow to act. Thus, 'paidos agien" means to lead a child or to show him the way to somewhere. In the lifeworld (also see Chapter Four) of a person, guiding a child always occurs in an educative relationship actualized in a series of educative situations known as the event of educating. In these situations adults and non-adults are dependent on each other for the sake of bringing up, helping and guiding children to their destination. In light of the above description, pedagogics is the science of the educative situation or of the educative relationship between adults and non-adults. Pedagogics is divided into the following part-disciplines:

    (a)   Fundamental pedagogics.
    (b)   Didactic pedagogics.
    (c)   Psychological pedagogics (Psychopedagogics).
    (d)   Sociopedagogics.
    (e)   Historical pedagogics.
    (f)   Therapeutic or Orthopedagogics.

2.2 Science of teaching (Didactics)

The word "Didactics" is derived from the Greek "didaskein". It means **to instruct** or to **make something clear** to someone so he will **learn.** The word "didactics" (or science of teaching) thus refers to a science, doctrine or theory about how someone clarifies something to another so he can understand it and consequently learn it. **Persons always** clarify things for each other by which they then learn from each other. This event occurs daily in the lives of all persons and in all areas of life. Viewed more closely, there is **someone** who **teaches**, **something** that is made clear, and someone who **learns.** Thus, the concepts **teaching** and **learning** must be viewed as **correlates.** A person cannot merely teach; he always teaches **someone** in terms of "something" such as, e.g., life content, learning content, a fact or a skill. If there is **teaching**, the other person **learns.** Now if one reflects on this general human phenomenon, a theory arises that is known as a didactic theory. Such a theory can include many matters such as **what** and **how** persons teach each other, what and how they learn and what aids they need to effectively teach and learn. These situations of learning-from-each-other and clarifying things together always occur in what are called **didactic situations.**

2.3   Didactic education (pedagogics)

The situations described above in which persons learn from each other and in which certain matters are clarified together are not necessarily educative situations. But if we begin from specific educative situations where **adults teach non-adults** so the **latter will learn** with the aim of bringing about their own being adult, one finds **didactic-pedagogic situations** (educative teaching situations). They are so named because they always are embedded in the phenomenon education or in the educative relationship between an adult and a non-adult. Whenever an adult gives help and support to a child, whether in the home or school, it remains **educative help** although the emphasis falls mainly on something the child learns at home or on learning contents, techniques or skills that they must learn in school. The validity, correctness and truth about **what, how, when** and **why** the child must learn always remains the responsibility of the adult. Viewed in this light **didactic pedagogics** also is called **the science of educative teaching.**

Again it must be emphasized that situations where children learn something or even where adults learn something from a child must

be viewed as **didactic situations** and **not** as **didactic-pedagogic situations**. The latter situations only occur between **adults** and **non-adults**. Because parents and teachers always teach children something, do this in certain ways and follow specific methods to accomplish this, all educative situations at **home** and in **school** also are **didactic-pedagogic** situations. But, by the nature of matters, all educative **teaching** situations also are pedagogic situations because the life content, learning contents, techniques and skills that the children must learn are the means adults use to lead them to their own adulthood. Thus, there only is a difference in degree between an educative situation in the narrower sense where the parent or teacher confronts the child with values and norms that he must **learn** and obey and educative teaching situations where a child must master skills, techniques, learning contents and life content in terms of rules and norms of the teacher and parent. All of these matters have the child's becoming adult in view. When a child has to do something the teacher and parent expect that he must do it in terms of norms. This always remains pedagogic work because adults and non-adults are committed to each other in this situation.

If now the question is asked of what really should be the **aim** of the study of didactic pedagogics, an answer is that it is a theory, knowledge or a doctrine that arises as a result of reflecting on the teaching event as this is found in the school with the aim of better understanding the activities in these various teaching situations in the school and to ground them. In this way, as a result of this reflecting and theoretical founding, the practice of teaching can be understood better and be influenced to the better. Thus, it can offer guidelines for classroom practice. This also is the most important reason why students who want to qualify as teachers must study this particular part-discipline of pedagogics. In the sections that follow there is an attempt to ground didactic pedagogics as a part-discipline of pedagogics as a science.

3. EDUCATIVE TEACHING

3.1 Educating as a human activity in didactic-pedagogic perspective

In educative situations the educator concerns himself with the educand in terms of norms. No educative event can progress in a vacuum. There always is something in terms of which children are

guided in the culture of the adult world by which the adults guide, help and support the children to reach their destination. (This is dealt with later). Because this event always is initiated in the school by an adult, it remains a pedagogic task. The teacher as adult constantly manages the life contents, techniques, skills, methods and he obeys norms and values. It is by virtue of the above characteristics of the teacher as adult that he **can** help the child to participate in the **slices of the contents of life** that he has introduced into the classroom as **learning contents.** As a person in authority and as master of the learning contents he is in a position and also is obligated to make an appeal to the non-adult to increasingly participate in life and reality in the classroom as well as to increasingly answer the demands that adulthood places on a person. Therefore, the activities in the classroom must be understood and judged in terms of the criteria mentioned above.

3.2   Learning as a characteristic human activity

No one knows what goes on inside a person when he learns and whether one ever can know this remains an open question. Therefore, the meaning of how a person learns must be sought **outside** of him, i.e., in the conversations between him and his surrounding reality. Because a person always is in relation with his surroundings, **learning** can be **viewed as the conversations he carries out with himself, with other persons, with things, plants, animals and with God by which he becomes different**. While he carries out these conversations **sense** arises and his surrounds acquire **meaning** for him. Thus, his life acquires sense and content. He is involved in designing his own world and in this constituting its sense and meaning arise. A child first **isolates** a thing, matter or person. After isolating it he **identifies** or **recognizes** it and eventually **connects** the thing, matter or person **with a symbol** that carries the **meaning** of that thing, matter or person. Now, if someone wants to make something clear to a child, he eagerly must convey what is meaning-for-him to meaning-for-the-other. The child can only establish a meaningful world with the help of a fellow person (adult) because he is born into a world that already is meaningful for the adult. He cannot inherit this meaningfulness but must acquire it himself by interpreting and appropriating it as meaningful-for-him. By establishing a world he builds up a world that continually broadens. In other words, he is actually involved in learning. By learning he breaks through the

limitedness of his own world until eventually he is assimilated into the adult world.

A child can be involved with surrounding reality in various ways. For example, he can be involved with a concrete, visible or observable reality. The same reality can be transformed into a schematic reality, e.g., by drawings, by sketches, etc. In addition, by further distancing with the help of symbols, e.g., language, he can be involved with a discussed reality. All of these are ways of being involved in reality by which the child **learns**. It need only be mentioned here that there are not "layers" in a person that must be "filled" as is contended by some psychologists of thinking.

To return to the adult world, the world of the adult always remains open and never finished or completed because the conversation he carries on with various realities continues for his entire life. In other words, he learns his entire life and reality comes to light in teaching.

In the home and in the school the child always remains in conversations. He asks and answers questions, seeks answers himself, learns from a book, listens to the radio and teachers, plays, etc. Thus, he is involved in designing his own sensible and meaningful world. And the child is formed as a cultural person within his society.

Now what role does the adult play in helping the child to constitute a world until he can take responsibility for his own accounting of it? To answer this question, it needs to be understood what is meant by **teaching** or instructing as a conscious educative activity.

3.3   Teaching as a purposeful educative activity

(a)   In the family

As an adult the parent knows of the helplessness and needs the child deals with, namely that he cannot yet do things himself that he ought to do and that he does not yet **know** enough. Therefore, he **purposefully teaches** or **instructs** the child so he can **learn** meaningfully. (Also read Chapter Four, the section on the home as lifeworld of the child). For example, the parent explains certain things to the child, tells him the names of things, answers numerous questions from the child and tells him many things he does not yet

know. In other words, the parent is involved in informal **teaching**. This occurs when the parent shows the child how to tie his shoelaces and how to eat properly with a knife and fork. Because each time a norm is reached, educating and teaching never are separated in the home. Therefore, there is mention of educative teaching. Here teaching involves the learning of techniques, skills and other life contents that are valid in the particular culture into which the child is born.

(b) In the school

The situation in the **family** is the primary didactic-pedagogic situation in that the parent **teaches** while the child **learns**. The demands of propriety always hold because the parent continually says how things ought to be done. On the other hand, the learning situations in the **school** are **secondary situations** that the teacher consciously designs in collaboration with the pupils. (In this connection, also read "The school as lifeworld of the child" in Chapter Four). Thus, the child establishes a school-world for himself. This school-world is established in terms of norms and learning contents. The learning contents are selections from the adult world. Now, when the pupils give sense and meaning to them, this means nothing more than that they are involved in acquiring the adult world. In other words, through teaching in the school they are involved in learning and thus in becoming adult.

3.4 Some educational concepts discernible in the educative teaching situation in the school: person, freedom, authority and responsibility

Since the concepts mentioned above are described fully in fundamental pedagogics, they will not be described separately here. However, it is necessary to mention these educational concepts **to emphasize further the pedagogic flavor of the teaching situation in the school.** In the school there is mention of teachers and children who are committed to each other. The teacher, and especially the child, each continually individualizes through the world he designs. One individualizes as a person. The world that the child establishes in this way, with the help of the teacher, is characterized by his **personal** presence in and of it. Thus, the two parties participate in designing a world **as persons or subjects. A subject or person** is someone who exists for-himself and has knowledge of the existence of the other. In other

words, a subject or person is someone who can say "I", who can **choose, decide**, evaluate, **affirm, deny**, who is involved with **norms**, who is **subject to being accountable**, who can respond in **freedom**, who can accept the **authority** of **norms** with **responsibility**. The establishment of each educative teaching situation at school occurs on the basis of the responsibility and authority of the teacher in terms of the learning contents and norms to which he subjects himself in freedom. Also, the activities of the pupils are directed and determined in terms of these same learning contents and norms. These norms serve as **criteria** and **guidelines** and in no sense does this mean restricting or eliminating their freedom but rather preventing licentiousness or arbitrariness. The following is a step-by-step analysis of this event in school or the educative teaching situation in order better to know it and understand what happens there.

4. AN ANALYSIS OF THE EDUCATIVE TEACHING SITUATION IN SCHOOL

4.1 Some remarks about a situation

A situation only can be established or designed by persons. Therefore, typical characteristics of persons become visible where a situation is established. A situation is a totality of experiential possibilities, concerns and **relationships** in which a person finds himself or which, at the same time, he **establishes** or **designs**. Expressed differently, a person acts in a situation. These activities can be orderly or chaotic. In the classroom the teacher acts according to certain norms and demands of propriety by **instructing** and thereby summons the children to engage in certain learning **activities**.

4.2 Some characteristics of the educative teaching situation in the school

The general structure of the situation in the classroom differs from class to class and in the same class with the same teacher from day to day. A specific situation never can occur again in the same way. Its beginning and course are unique and unrepeatable. Yet each situation shows certain **structures** without which it cannot be considered. Although classroom situations will differ from teacher to teacher, their ground structures or essential characteristics always remain the same. **Some** of the most important

characteristics of the educative teaching situation now are
discussed.

> ### (a) The educative teaching situation is characterized by particular fundamental moods (feelings, attunements) of the participants

One of the most important characteristics of a human being is
mood (attunement). A person always is in a particular mood. He is
happy or unhappy and suffering, distress, anxiety, threat and joy
are part of human life. Thus, the participants in the didactic-
pedagogic situation in the classroom also manifest and experience
certain **fundamental moods**. The pupils might feel anxious or
threatened by work they have not done or because they cannot
answer the questions. Thus, tension and even disruption can arise.
On the other hand they can show excitement such as appreciation,
gratitude, good-naturedness, frankness, diligence about successes
and victories achieved. Then the pupils feel relieved and safe and
participate spontaneously in the proceedings. The moods of the
participants can be stirred up in a moment if the mood of one of the
participants changes.

> ### (b) The educative teaching situation in the school is formal

As a rule the situation at home is **informal** because the participants
associate freely with each other. In contrast, the situations in
general are a **formal** design by the teachers and pupils in the
classroom, in particular periods and in terms of selected learning
contents. Often the learning contents are foreign to life for the
children and the relationship established in the school is formal.
The methods are foreign and the childlike activities that are raised
are evaluated in terms of **formal** tests. Because real life cannot be
kept outside of the classroom, the informal sometimes breaks
through into classroom situations. The foreign to life situations
only can become ones nearer to life if teachers and pupils
participate in and have a part in them. For example, the pupils
cannot break through and progress in the languages by learning
them in formal books of grammar instead of the pupils
spontaneously using them as a means of communicating with each
other.

(c) The didactic-pedagogic situation in the school is conversational or dialogic

A person carries on dialogues with his world. These dialogues must be tracked down in order to understand and adequately help him. The teacher talks to the children about the learning contents to which they are directed and discusses them with them. Thus, par excellence, language is a means of thought, expression, communication and conversation but also a means of firming up meanings. This conversation of teacher and pupils is carried out in terms of the learning contents that are representative of understandings of the world of the adult. Without an understandable language, an encounter between him and the pupils is impossible. It is in the conversation, aided by language, that the teacher is able to unlock the world of sense and meaning of the adult to the pupils. By telling, explaining and talking, the children learn. The conversation between teacher and pupil always remains one of the most important means by which the learning contents can be unlocked for the latter.

(d) The educative teaching situation is ordered, normed and normative

Norms and rules play an extremely important role in anything a person is involved in. More so, when a teacher communicates with the pupils the prescriptions of the former play a great role in terms of the truth and meaningfulness of the learning contents. Each situation in the classroom is designed by virtue of certain norms and values. A field of tension of values always prevails. Everyone must carry out his responsibilities promptly. If this is not done disruption and tension arise.

(e) The educative teaching situation in the school is formative and orienting

In section 3.4 it was indicated that a person is a being who is **aware** of his existence and that of the **other**. Viewed in this light, each normal person continually is involved in orienting himself with respect to many matters. Thus, the situation in the classroom mentioned above is formative and orienting in nature because religious, ethical, esthetic, social, intellectual and other matters invariably are broached. The classroom situations offer particular opportunities for the pupils to explore and in this way participate

under the guidance of the authority of the teachers. In these situations the pupils learn not only factual knowledge and skills but these learning situations also are interchanged with life situations. Under the demand of propriety and what is life-obligatory, the children **explore** which contributes to their gradual **emancipation** that eventually **results** in their **becoming adult**.

4.3   The main components of the educative teaching situation in the classroom

4.3.1 Introduction

In reality the main components cannot be separated from each other because as one deteriorates, the educative teaching situation in the classroom deteriorates. In truth there can be talk only of two components in the situation mentioned above, namely, the teacher and the child.

The teacher as the person who knows and understands must have full mastery of the learning contents (selections from the adult world). On the other hand, the child must acquire these selected contents with the support and help of the teacher. In other words, the teacher unlocks or throws open the learning contents for the child so that he also can know and understand. As mentioned at the beginning of this section, the teacher, child and contents cannot be thought of without each other. But in order to acquire a better intellectual grasp of this, the following are discussed separately.

4.3.2 The teacher

(a)   His task as initiator of the educative teaching situation in the classroom

The series of situations within which the teacher involves the pupils in the classroom only can arise under the teacher's initiative and guidance. A situation only can arise if a **person** takes **action**. Thus, the teacher takes the lead in order to establish or design situations with the pupils. (Also read Chapter Two where designing the educative teaching situation is gone into further). As bearer of the image of adulthood, the teacher is the mediator for helping the child acquire this image in terms of learning contents, skills, techniques, etc. that he must adequately master. With activities of the teacher such as telling, reading and exemplifying he invokes

relevant activities of the pupils such as listening, talking and writing. The various activities that the teacher introduces into the situation as well as the activities invoked in the pupils are dealt with in a later section.

The fact that the teacher can independently place himself under the demands of propriety and hold himself responsible for his own decisions and their consequence also presupposes that he is charged with a **task** that calls for life fulfillment. Some matters that this **task** can include are the following:

(1) As Christian believers we believe that God calls each person to a **task** and speaks to him whereupon he must answer. Thus, he must be aware of the vocation to which he is called. As a person he is accountable to himself and must answer to his accountability in meaningful ways.

(2) He must have **knowledge** of his **task** or assignment and the demands that his work as a task place on him.

(3) Also he must have knowledge of the **pupils** and their potentialities who, as a consequence of his task, are entrusted to his care.

(4) Since the pupils are on the way to adulthood and he will involve them, he **must** have knowledge of the **aims** he has in view with them. In the course of time the pupils must give evidence that they have progressed on the path to adulthood. This amounts to the fact that the world of the teacher is a task for each child while the child's world again is a task for the teacher.

(5) He must have **knowledge** of the **learning contents, skills, techniques, ways (methods)** etc. in order to be able to attain the aims with the pupils.

(6) He is subjected to the authority of the norms and demands of propriety as anchored in the Scriptures. As an adult and thus a responsible person **he vouches for** the **truth** and **validity** of the **learning**

contents, techniques, skills, etc. as slices of the adult world with which he involves the pupils.

(7)   Since in school the parent is replaced by the teacher, it is expected of the latter that, as initiator of the situation there, he aims only for what is best for the pupils by knowing, explaining, interpreting the learning contents so they can understand them and make them their own.

Finally, it still is necessary to indicate that although norms and criteria are stated to guide the activities of everyone in the right direction, the student also must remember to keep in mind the deviant behaviors and mistakes of the teacher. In the following, attention is given to the quality and nature of the activities the teacher is going to establish in the situation.

(b)   **As an expert of the educative teaching situation, the teacher establishes it in a conscious, planned, selective and aim-directed manner**

It is necessary that before he establishes situations with the pupils the teacher **prepare selectively, planfully, anticipatingly and thoughtfully** in order to be in a position to associate with the children in the most natural ways. Therefore, he must **anticipate** each situation so that in his preparation he clearly can live it through. If he does not **plan** the situations he cannot design them spontaneously. In addition, in his preparation the teacher always must remember that unforeseen things can turn up in the situation. Then, he should be ready to approach correctly unexpected and unforeseen events. Before the teacher can establish any situation, can offer a lesson, he must explore the terrain and prepare thoroughly.

(c)   **The teacher plans the educative teaching situation with respect to its**

(1)   **Beginning, course and aim attainment**

Before a teacher establishes an educative teaching situation, in his thorough preparation he will explore various matters required of

him. Among others, the following important matters ought to enjoy attention before any situation can be designed with the pupils:

(i)   Although the teacher must use his own initiative he must consult the **curriculum** or his **work scheme** to determine what learning contents or skills he will present.

(ii)   He must determine **how much** (the scope) of the particular contents he will present. He does this in consultation with his **timetable** that gives him an indication of how much **time** he has at his disposal.

(iii)   Then he **orders and classifies** the selected learning contents under headings or sub-headings so presenting them can progress systematically in the classroom.

(iv)   The teacher must **know** these learning contents and vouch for their **truth** and correctness if he expects the children to appropriate them.

(v)   If he manages this well, he must determine what **direct** and **indirect aims** he has for the pupils.

(vi)   When the teacher knows what he aims for with the learning contents, he must reflect on **ways, methods and aids** to attain them.

(vii)   He must decide if the pupils are going to do **individual** or **group work** and how he is going to implement these forms of work.

(viii) In his planning, the teacher must provide for **individual deficits or derailments** that possibly can arise and how he can prevent or correct them.

(ix)   Also, he ought to decide beforehand about the **criteria** he is going to use to judge and **evaluate** the work of the pupils.

(x)   To attain his **aim** he also must **plan** the **orderly course** of the situation and in this way make provision for possible conflict situations that can arise during group work, etc. (A more complete discussion of the orderly course of the didactic-pedagogic situation follows in Chapter Three).

(xi)   The teacher must decide beforehand what important **didactic criteria** he usually must apply and take into consideration to promote the course of the educative teaching situations.

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If now he has prepared thoroughly, he still must master the art and skill of how to design such situations so they are meaningful. (See Chapter Two).

(d)   The course of the educative teaching situation

The educative teaching situation, as a form of helping a child, has a particular course that is schematically indicated as follows:

TEACHER (ACTIVITIES)	PUPILS (ACTIVITIES)
Rouse and direct,	become roused and directed,
Teach (introduce),	learn,
Guide	work, assimilate, practice and apply,
Evaluate	be answerable for.

From the above scheme it is very clear that the course of the educative teaching situation always presupposes the **teaching** activities of the teacher in connection with certain **learning activities** of the child as correlates of each other. Thus, certain activities of the teacher rouse certain activities of the children, and the reverse. The teacher and the child always are conversing with each other in the classroom in terms of the learning contents and cannot be thought of as apart from each other in the educative teaching situation. One always presupposes the other if the situation is to take a meaningful course.

4.3.3 The child

4.3.3.1 Some important essential characteristics of the learning child in school

(a)   The child as a helpless being

In his being, in general, the **child** is a helpless being and has great need for the help of an adult. In school the child's needs are extended by virtue of the fact that he is a less-knowing, non-self-

reliant, dependent and not-responsible person. Viewed in this light he is a person committed to the support and guidance of the teacher as an adult who is in a position to meet him in his need. It is an accomplished fact that the child, as a non-adult, has a yearning for security if his design of his own world is to progress as desired. The teacher must provide him with this secure or anthropological space. In such a space the child feels at home and safe and he has the courage, freedom and trust to venture further with the teacher.

(b)   The child yearns for safety and security

Since safety is such an important matter for the learning child it is discussed briefly under the following headings:

(1)   The concept safety

The word safety is derived from the noun "salvage", "save". These words are used in the sense of "to bring to safety and protect" (Schoonees, P. C. Woordeboek van die Afrikaans Taal [Afrikaans Language Dictionary], part I, 374).

Now when there is mention of the safety of a **person**, this means that he is not given (donated) as a gift and is not going to be forlorn (P. van Zyl). **It especially is the child who needs a safe atmosphere.** If such a safe atmosphere (pedagogic space) is created, this rouses in the child a feeling of security, of tranquility and of confidence.

(2)   The safety and tranquility of the child at home

 The child's emotional life and thus his attunement (mood) is closely related to his safety and security at home. This colors all of his experiences. This will influence his venturing activities and his exploration to advantage or disadvantage. Without the complete acceptance, trust and authority of his parents, the child cannot go out to his world in a prospering and unfolding manner. If at home the children might lack the necessary love and safety they will not be able to trust their fellow persons they come in contact with and, also in school, will design a unique world of meaning in inauthentic ways.

(3)   Safety in the classroom

The teacher must set himself the aim of accepting the child, giving him love and creating for him a secure and safe space in the classroom so he can work and design meaningfully. Then he will venture further with the teacher and the learning contents. There are many children, even of high intelligence, who will not or cannot learn because they feel unsafe and threatened in the classroom. If the child does not experience safety he will take a negative stand toward his teacher and also obviously take an antagonistic attitude toward the learning contents. It is known that children retain a subject better when the involved subject teacher creates a nearby anthropological space and they identify themselves with him and appreciate and respect him as a person.

(c)   Expectation as a characteristic of the child

A child goes to school because he is futurity and **expects** that there will be help in the course of his becoming toward adulthood. Obviously, he will take a certain attitude toward the school and the events there. His attunement in each lesson situation might be a wavering or a confident one. If he is uncertain or afraid he also expects to be threatened by the teacher. If he is ready and willing to venture with the teacher and learning contents, he expects that something important is going to happen. This latter attunement must be roused by the teacher. If the teacher and child design a world together, its basis lies in entering harmonious relationships with the learning contents and the teacher. His expectation of what must occur in the educative teaching situation also might be disappointing to him. In this respect, he can design a world elsewhere by which he then follows the principles, criteria and guidelines of the teacher to a meaningless design.

(d)   Openness as a characteristic of the child

(1)   Introduction

Openness is a precondition for educative teaching in the school. To understand the concept openness, first there must be an analysis of consciousness. A person does not **have** consciousness but he **is** consciousness (Husserl and Sartre). The concept consciousness means being conscious of **being** (reality). Self-consciousness then also means to be conscious of one's self, which also is **real**. Each person, thus, is conscious that he really is and that he forms part of

all that is, namely, reality. Human being is the only earthly being who knows this. The following is a look at the concept openness from various perspectives.

(2) Openness as intentionality

Consciousness always is **open** for and **directed** to something that consciousness itself is not. Then, openness means openness **for** or **directedness** to something. In the same way the pupils are involved in the events and activities that the teacher introduces to the educative teaching situation.

(3) Openness as existence

Here it is indicated immediately that existence does **not** mean "exist". The word is derived from the Latin word *ex-istere* and this means to-step-out-of-oneself, to exceed oneself, to be future-directed, etc. A thing, plant or animal cannot exist. It **is** what it is. Only a person exists. Because he has this characteristic a person never is complete but is involved in his own becoming a person until the day he dies. Therefore, the pupils can reach the teacher and carry on a conversation in terms of the learning contents. Openness as existence is a precondition for the children to design a world with the teacher and in doing so to establish a unique world of sense and meaning. Thus, they **become** and progress on their way to adulthood.

(4) Openness and establishing relationships

From what was said about openness thus far it is deduced that the child can establish relationships with the various learning contents and more. Thus, a child can be understood if his relationships with various things, matters and persons in his lifeworld are investigated. This also holds for his directedness to the past as well as to the things he anticipates in the future.

(5) Openness as constituting

It is only a person who is openness, who is in a position to **signify** things, matters, persons and more. This means that the child in the educative teaching situation gives sense and meaning to things, otherwise he will stagnate in his course of becoming toward

adulthood. Thus, the learning contents in school have to be signified, represented, embodied, meant and appreciated by the child. The child is in a position to do this because he attributes meaning and value to things and persons in his lifeworld. This **meaning-giving** and **sense-experiencing** function of a person is known as constituting or designing. The pupils also design ever new meanings for themselves with the meanings that they already have appropriated. Thus, the learning contents of the different subjects acquire **sense, meaning** and **value** for the child.

(6) Openness as situatedness

Because a person is an initiative of relationships, he always is involved in a situation. As openness, the teacher introduces activities into the educative teaching situation in the school. In doing this he rouses certain activities in the child. The pupils, thus, are not delivered to the situation. They always can break through a situation by conversing with the teacher about matters. Then the situation becomes **meaningful** to the pupils.

(7) Openness and futurity

To live is to have a future in this world (Kwant). Each person anticipates a future, plans beforehand because he must **lead** his own life himself. He is aware that he must make something of his life and that he must design his own world himself so he can inhabit it meaningfully. As futurity, the child is directed to adulthood and thus, on the basis of his openness, qualifies himself for a calling and in doing so studies and make plans about how to realize his ideals. Also, the teacher can prepare his lessons by placing himself in the future regarding how his lessons ought to progress and propose what he aims for with his pupils at the end of each term or year. He must see the future of each child and help him to acquire a good future perspective.

(e) Exploration as a characteristic of each child

(1) Introduction

From the beginning each child is concerned with reality and his participation in the world and reality do not leave him and his lifeworld untouched. Because he signifies things as events for himself they become life contents for him. In other words, while he

designs such a unique world he changes or explores. For the child this designing a unique world is a value or emotional experience. **Because a child is someone who wants to become someone himself, exploration is a necessary and unpreventable event.**

        (2)   Some preconditions for exploration

        (i)   Here it is stated clearly that the **possibility** must exist that the child can enter into relationships with the variety of things. For example, here one thinks of handicapped children one comes across as patients in institutions. They indeed are persons but the possibility is lacking for them to enter a conversation and, therefore, their exploration possibilities are less than those of a normal and healthy child.

        (ii)   **Secure space and safety as preconditions for exploration**
The point of departure for the child to explore as he ought to each time is a human space where he experiences safety and dwells securely. In school the teacher can provide a secure space so the child can design authentically. A child who feels insecure and unsafe explores in unacceptable and inauthentic ways.

        (iii)   **Making a suitable world available to be able to explore**
The teacher can make such a world available by, in the first place, creating a **secure space**. Second, he can provide for **proper physical circumstances** such as a comfortable and clean desk, etc. Last, the teacher must take care that he present **properly selected learning contents** that represent the adult world.

        (3)   Help in exploring

The child himself cannot yet undertake his exploration on his own accountability. He has need of help, direction and guidance from the teacher. His becoming can be retarded or impeded if the help of the parent and that of the teacher do not correspond. Exploration can be realized best if there are not too many pupils in one class and competent and accountable teachers are at their disposal. Exploration is a dynamic event and therefore the learning contents continually must be revised and the newest and best methods must be applied for the sake of the child's optimal exploration. The teacher must always keep in mind that a clear aim must be present for the child's exploration.

(4) Ways of and course of exploration by the child at school

 The following ways of exploration, among others, are brought about at school. The child listens, answers questions, seeks information, carries out assignments, takes part in discussions, reads, collects and categorizes data, etc. However, the child's exploration can be limited by:

(i)   The nature of the learning contents with which he is going to be involved.
(ii)   Who the **teacher** is going to be. (This might be a disinterested, weak or irresponsible teacher).
(iii)   The physical circumstances under which he works.
(iv)   **Heterogeneous classmates** who cannot keep up with the work, etc.

Therefore, each child has need for the direction and guidance of a well-trained and responsible teacher for the progress of his exploration in expert ways to be made a realizable possibility. Then the exploration in the school must result in the pupils' own task acceptance and doing things independently.

(5) Aids for child exploration in the school

The exploration of the child in school also cannot progress meaningfully without appropriate aids. These aids must be good examples of the reality that will be presented. The entire matter of aids is considered in Chapter Three and we will not delve further into here.

(6) The normative course of exploration

At its foundation exploration always is a **normative** matter. No child merely can design his own world in terms of the learning contents as he wants to but rather as he **ought** to. In designing his own world, if he has mastered the learning contents and follows the norms and values of the culture within which he was born, the teacher has become superfluous and the child shows that he can independently fulfillment life tasks. This brings us to the concept **emancipation** because he has become emancipated from his parents and teachers.

(f) The emancipation of the child

The exploration of the child must be aimed at the ideal of realizing his **own** emancipation. The emancipation of the child progresses slowly and laboriously and gradually is accomplished during exploration. In school the teacher notices with great satisfaction when a child evidences an increase in **attributing** his own **sense and meaning**. The competence of the child on the basis of his gradual command of the cultural system of the adults as this is organized in the school in the form systems (subjects) such as the natural sciences, mathematics, languages, arts, etc. and one's own task acceptance are possible only if the teacher has directed and guided the child for a long time with love and sympathy but also sometimes firmly. The teacher can move into the background only if the child gives evidence that he can relate to cultural facets in **responsible and independent ways** and that he indeed has become a bearer of culture, a representative of culture, but especially a **designer of culture**. In addition, he also must give evidence that he **independently** controls the norms and values and cultural contents of his group and people, and that he can fulfill responsibly his unique **life task in society**.

In the following, the learning contents are discussed in terms of the pupils' world design.

4.3.4 The learning contents

4.3.4.1 Introduction

Next to the teacher and child are the so-called learning contents, formally viewed as the **third component** of the educative teaching situation in the classroom. In this textbook it is continually noted that the teacher as well as the children must **act** in the situations created. There are activities in terms of **learning contents** or subjects and certain applicable skills such as reading, arithmetic, writing, typing and many more. Since the participation of the pupils occurs in terms of **learning contents** it is important that there be an awareness of what their **origin** and **essences** are, the **form** in which they are brought into the school, the **aim** by which and **how** a teacher and pupils **ought** to design their own world in school in terms of the contents in order to transfer the latter to the world of adults.

4.3.4.2 The essences of the learning contents

(a)   Introduction

The learning contents and skills are valuable and representative selections that are made from the adult's lifeworld. The essences of the learning contents only can be gauged if the essences of the human lifeworld, from which they arise, are determined because they form the **foundation** of the learning contents.

(b)   The concept "lifeworld" as foundation of the learning content

The concept "world" or "lifeworld" means the totality of all that is understandable to a person. (For an additional perspective on the category lifeworld, the reader is referred to Chapter Four of this textbook). Among other things, it is his landscape, his horizon of existence, his field of presence or cultural world, his field of existence, his field of sense, his world of meaning, etc. According to the opinions of various authors, the following are some of most important characteristics of the human lifeworld:

> It is a personal, normed, situated, discussed, attuned, cultural, multi-meaning, torn and mysterious world. It also is a world of guilt, need and suffering but at the same time it also a world that holds a life assignment and task for persons. For example, in family life this world as described above is lived and experienced. It is the lifeworld from which all subjects and sciences come as well as the school that is a reconstitution of the primary design (family) there. In other words, the learning

contents that are used in school are nothing but valuable selections of life contents from the lifeworld.

As various perspective on the lifeworld are taken, the following essential characteristics become distinguishable:

(1) The human world as a discussed world

It is typical of a person that he talks of and about his world with other persons and with himself. Everything appearing in the **human** world acquires a **name** and is related to all things. A person doubles, as it were, his world in **language** because everything acquires names. The names of things and the language used to talk about them make the things and events present so they no longer need to be present in concrete form. Thus, par excellence, language is a means of thinking, communicating, conversing and encountering. Hence, language is the carrier of all of the meanings that a person gives to events, things, plants, animals, persons, etc. There is a distance taken from the concrete things by means of language and they are preserved in the written language because their meanings are valuable and might need to be recovered. Why are the meanings of the human world classified and ordered into subjects in school? The answer is because a person only can acquire an intellectual grasp of the lifeworld if a part or aspect of it is isolated and investigated. Certain data regarding this slice or aspect are **ordered linguistically** and systematized as a coherent system of concepts or categories that then form the basis of a particular subject or science. For example, all of the historical events in the human lifeworld are ordered and systematized and expressed in certain concepts that are applicable to the subject "history". Historical events cannot be illuminated by using any system of concepts whatever but only by certain types of concepts. Each subject or science is delimited and distinguished by means of concepts and categories. Therefore, each **subject** has at its disposal its own conceptual framework, structure or categorical ordering system that also can be called its own "grammar". It is necessary that the student understand the categories of each subject otherwise he can never think in that particular subject. It is very important at this stage to indicate that each subject has its own categories and the categories of different sciences never should be used by each other.

The **conversation** (see Chapter Two where it is discussed fully as a fundamental form of teaching) between teacher and pupils certainly is the most important means for bringing the child from the world of the child to the world of the adult. From what has been described so far in this section, it is concluded that the importance of **language instruction cannot be overemphasized**. To be able to formulate and express correctly one's thoughts, a thorough command of language is required. This holds true for each subject that must be taught. Where children cannot command the "language" of a subject, often they make many mistakes in those subjects. Here one thinks of symbol-systems such as in arithmetic, mathematics, graphic arts, etc. that, in a certain sense, are viewed as extensions of language.

(2) The lifeworld always is a normative world

A human being is the only being who **dwells**. To be able to dwell he must design his lifeworld. He cannot merely design, but does so well or poorly. A **meaningful** design must occur in terms of highly valued life-obligatory **norms and values**. In school where the teacher brings selected life contents, as learning contents, into a classroom that has been designed together with the children, they can be nothing more than normative.

(3) The human lifeworld is a cultural world

It is expected of teachers in school to **understand** the life contents of the lifeworld (cultural world) for the pupils so the latter can give the same meanings and sense to them that the adults have given to them. In other words, **teaching** is the explanation of cultural meanings to the children by the teachers in the classroom every day. This is why the educative teaching situation is a **meaningful** one.

It is important to indicate that there also are other contents that are brought into the school that cannot pass as culture. The sanctifying veracity written in the Scriptures is God's contribution to humans. Culture is only a human matter. Thus, Biblical knowledge, as learning contents, is of the greatest significance for those who believe in it. The curriculum compilers in the Republic of South Africa select the learning contents within the meaning framework of Christian and National thought. Just as is the case with hygiene (where a certain slice of the lifeworld is ordered categorically) other

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facets or perspectives on the human world are ordered in other subjects such as languages, arts, natural science, etc. Again, each of these subjects has its own system of concepts within which it must think.

It always is the **human being** who attributes the meanings and concepts and consequently they carry the stamp of humanness.

(c) The aim of the learning contents

The **aim** of the learning contents never can be thought of separate from the child's **destination** here on earth. The earthly destination of the child is adulthood that again also is the aim of educating. In other words, the aim of the learning contents is to bring the child to adulthood or to self-responsible, self-determination (Langeveld). Ultimately, the child must give evidence that he **embodies or portrays** the idea of adulthood and in doing so **lives in propriety** as an **adult** should. This is the broader view of the learning contents. Within this general aim there also are part-aims such as learning techniques, skills etc.

In this life, any Christian person continually is involved in orienting himself with respect to:

(1) His relationships with nature;
(2) his relationships with himself;
(3) his relationships with fellow persons and
(4) his relationships with God.

Consequently, the aim of the learning contents is to enter into meaningful relationships with the four matters noted above. The school is placed on the child's path to help him establish **harmonious relationships** with nature, himself, his fellow persons and with God. To the degree that he himself increasingly establishes these relationships as they should be, he is an adult.

Thus, his **relationships with fellow persons** become all the more meaningful with the study of religion, history, ecology, extramural activities, etc. By assimilating the beliefs that appear in the Scriptures, his **relationship with God** increasingly becomes clearer and more meaningful for him.

His orientation in the spatial-temporal world becomes increasingly clear by studying aspects of **nature such as the earth, animals, plants, weather, climate, etc.** He goes from a state of **not knowing** to one of **knowing.** To the extent that he becomes independent, he questions himself about the **deeper meanings of life**—about God who is behind all things and preserves them in his Supreme Wisdom. The child must reach the world of adulthood, but he can do this only in terms of well-chosen learning contents. In the classroom, the teacher appeals to the child in each educative teaching situation to participate in the **life** of the adult. So viewed, the learning contents are not learned only for their own sake but are a matter of **propriety.** It is in terms of learning contents and with the help of the teacher that the pupils in school can explore and eventually become emancipated. The learning contents, thus, are valuable means that the child, by giving and experiencing their own meanings, must interpret, appropriate and assimilate in designing his own world in order to be accepted as an adult.

(d)   The choice of the learning contents

(1)   From what has been described about the learning contents so far, it is concluded that they are a **matter of propriety.**

(2)   The choice of the teacher only can be grounded in the most highly valued that appears in the lifeworld of the adult.

(3)   The learning contents must rest upon **representatively valuable selection** of the culture of adulthood. There must be a strict vigilance against a one-sided or **non-representative** choice.

(4)   The choice must be related to the **nature of the child** (his interests, talent, etc.) as well as to the **cultural milieu** in which he finds himself.

(5)   The choice of the learning content also can be influenced by the **kind of work** the child is going to do one day (this holds especially in the high school) and the possible **demands that society makes** (e.g., where they must **practice a certain vocation**). Therefore, there is a connection between the learning content and the **vocational choice** of the child.

(6) Each cultural community attributes particular values to **its own particular culture**. Thus, the teacher will choose from his own culture in terms of which the child must design his own world. The Afrikaner's choice thus will rest mainly on the main principles of the **Christian and the National**.

(e) The scope of the learning contents

By the scope is meant the quantity of learning contents that ought to be chosen for each grade-level in terms of which the pupils can design their lifeworld in a determined period of, e.g., a half an hour.

The following principles ought to be considered regarding the quantity of the learning contents:

(1) The potentiality of the child

The nature of the child will determine if fewer learning contents must be chosen. For example, less gifted children do not learn as quickly as gifted ones and thus fewer learning contents will be chosen for the former.

(2) The level of difficulty of the learning contents

The more difficult and complex the learning contents, the less can be presented in a certain period.

(3) The world of the adult is comprehensive and complex

One must guard against overburdening the pupils with contents that cannot be effectively carried out in practice.

(4) All types of learning contents do not enjoy the same attention

Usually more time is given to the basic subjects such as calculating and languages. In doing so a greater amount of these learning contents also can be introduced.

(5) It is necessary to view the scope of the learning contents within the framework of the **aim** of each subject.

(6) There ought to be a continuous and systematic progression in the choice of learning contents in each subject from grade to grade. For example, a course of learning should not be compiled so that in one grade there is too **little** and in another grade there is too **much** to do.

(f) The global ordering of the learning contents and general principles of ordering

The learning contents are ordered to be introduced into the school. Thus, for example, there is mention of a curriculum, a syllabus, a work plan, a lesson plan and a lesson timetable. What is meant by these concepts? Each briefly is discussed separately below.

(1) The Curriculum

Some understand curriculum as being only the learning contents of all of the learning subjects. It includes this but much more, especially if the entire event of educating to adulthood is kept in mind. So viewed, **curriculum means the contents of all school subjects for all grades but also and especially the life contents of human beings** as found in their traditions, values, norms, etc. In other words, it is a representative selection of human "cultural achievements" and general forms of culture. The curriculum includes all cultural activities within and out of the school. Thus, the curriculum is a valuable representative grasp of the adult's world that is placed on the child's path in school by which he can design his own world within which he can dwell meaningfully. Therefore, persons who compile curricula must not only be capable specialists but also pedagogicians of stature since the choice of each aspect of a subject must be pedagogically permissible and meaningful. The curriculum must provide for the full development of positive child potentialities and it is not only a matter of the past as summarized in a congealed culture, but it is much more a matter of the child's future, namely adulthood. Viewed broadly, the entire school program is known as curriculum, but always and in every respect as a matter of **propriety** because the child's **destination** must be reached along this path. Therefore, the curriculum must give rise to the possibility that the **educative aim** with the child can be reached. This amounts to the child having to design in meaningful ways relationships with God, himself, his fellow persons and nature in order ultimately to **consistently show independently the humanness of being human.** If everything described in this section is taken into account, the curriculum must be compiled and placed at the child's disposal with the greatest care.

(2) Syllabuses

Adults have divided their lifeworld into "subjects" or categorical systems of order. Thus there are subjects such as languages, Bible study, history, arithmetic, natural science etc. For a subject such as natural science a **syllabus** is compiled from grade one to and including grade twelve. Such a syllabus is a systematized and ordered whole of a **concerned area of study** or school subject only for one grade and differs in this respect from a curriculum that includes all school subjects for all grades. It is compiled so that there is a continuous progression regarding the level of difficulty for the successive years of study.

The following are some important principles to be kept in mind in compiling syllabuses in different subjects:

(i)   There must be a very clear allowance for the **particular structure of each subject.** Each subject has its own **concepts** or **categorical system of ordering.** To be able to progress or think in such a subject, the child must systematically acquire these particular concepts. The syllabus for each particular subject must be compiled so that, indeed, it is possible for the child to be able to do this. For example, here one thinks of familiar concepts such as reaction, process, element, atom, molecule, bonding, etc. in a subject such as chemistry.

(ii)   **Systematic progression** during the successive years of study is a necessary requirement.

(iii)   Syllabus compilers must **know what** they will attain with each subject and **how.**

(iv)   Each syllabus also must allow for the **nature** and **potentialities** of the children for whom it is compiled.

(v)   There must be a definite vigilance against **overloading the syllabuses.** They ought to be compiled so they are feasible for the teacher as well as for the child during the concerned years of study.

(vi)   There ought to be **differentiated** syllabuses compiled with clear indications regarding what more or less intelligent pupils must do.

(vii)   The syllabuses must continually be revised in all subjects because a person's knowledge is constantly increasing.

(viii)   The teacher must always think and read more widely than what the syllabus prescribes or presents because he ought to be abreast of new developments.

(3)   Work plan or work scheme

Where the curriculum is an image of the adult world, a syllabus of a particular subject is an image of a particular aspect or facet of that adult world. The teacher cannot possibly present the entire syllabus at one time. Usually he does this over a period of a year in each separate grade. Then he makes for himself a **work plan or scheme** in terms of this syllabus. The learning contents that must be handled during the year in a particular grade are divided into four parts to be presented during the four quarters. The work planned for each quarter again is divided into weeks. These divisions usually are done in schematic form otherwise the work scheme would be too thick. Also, special columns are constructed where the teacher indicates with dates where he has progressed so that he, the principal, the inspector and a possible substitute can know where he has progressed to the stage. It often happens that this planned program always cannot be finished according to the fixed times. There can be many reasons for this. The teacher ought to follow the pattern that the district inspector and principal of the school advocate or choose.

The value of this work scheme for didactic pedagogic action in the school cannot be overestimated. In making such a work scheme the teacher is helped in disclosing the **structure** of that particular subject. Once the teacher discloses the particular structure of the subject he can judge **what aspects** are important and what are **less important** and, indeed, he can anticipate what aspects are going to present problems for the child. Thus, he can determine what **aids** he will have a need for to explicate particular aspects of the work and when he must use these aids to promote the child's exploration. (For a more complete explanation of didactic-pedagogic aids, the reader is referred to Chapter Three). The conscientious and resourceful teacher also will consider adequate **teaching methods** and suitable child activities while he is involved in preparing his work scheme. In compiling a work scheme, the teacher anticipates the course of educative teaching situation he is going to create for the pupils.

(4)   The lesson plan

The particular work of each week must be worked into a lesson by the teacher in which he provides for the **aim** of each lesson, the amount of learning content, the aids, pupil activities, teaching methods, evaluations, etc. The ways in which the lessons are prepared and offered in various subjects form one of the most important aspects of the teacher's preparation in a teacher training college regarding subject methods. Because this entire matter is dealt with by you in subject methodology and practice teaching, the authors suffice with the following few comments:

(5)   The lesson time-table

The lesson timetable appears as a result of a reform in teaching. There also are subject teachers established for certain subjects in the elementary school where at first there were only class teachers. Thus, a particular subject usually is paired with a particular teacher (e.g., music). Hence, his individual timetable must fit into the general pattern of the school timetable. The following principles ought to be considered in compiling a lesson timetable:

(i)   The **most time** is provided for the **most important** subjects such as languages and arithmetic.

(ii)   **Practical considerations often** necessitate that the teacher begin the school day with certain subjects. Generally, the first period of each day is given to Bible study.

(iii)   Afterwards, an arithmetic lesson usually is given while all of the children are not yet so tired. Difficult learning contents preferably should not be offered late in the day because elementary school pupils then already are more or less tired.

(iv)   A particular subject or aspect of it must have such a place in the time-table where it shows its best advantage, seen as part of and in the framework of the whole class program. For example, pupils still can diligently write compositions after the first school break but decidedly can no longer easily solve arithmetic problems.

(v)   Also. the timetable must be so compiled that the time given to subjects or aspects of it tally with the time that makes room for breaks. The teacher ought

usually to teach reflectively so that ultimately he can work following a didactic-pedagogically accountable lesson timetable.

(6) Specific forms of ordering the learning contents

Some of the forms by which the learning contents are ordered are:

(i)   The most familiar form of ordering is the division of learning contents into school subjects. The so-called learning subjects can be viewed as simplified sciences and arts that are so ordered for school use. Thus, the subject, elementary natural science in the elementary school is a simplified image of the natural sciences of chemistry, physics, botany and zoology.

(ii)   Each subject in the school can be divided or ordered into **smaller units.** Thus, for example, the subject history is divided into various parts such as South African and European history. South African history again is divided into the Second War of Independence and the Rebellion of 1914, etc.

(7) The accessibility of the learning contents

The learning contents form the conversational medium in terms of which the teacher must help the pupils design their own world. If this conversation is to succeed the learning contents must be made **accessible** to the child. Among others, the conversation can occur:

(i)   about **direct, concrete, perceivable** realities;

(ii)   about the **schematic reality** of persons, such as, e.g., prints, models, drawings, sketches, graphics, etc. when the concrete reality cannot be brought into the classroom;

(iii)   about the **life contents** of the teachers, parents, other adults, children, etc;

(iv)   about the **children's** own **foreknowledge, experiences and life contents** with regarding a particular matter;

(v)   about the **foreknowledge and experiences of others** recorded in the objectified literary culture such as in handbooks, reference books, journals, etc.

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**(8) Sequence of presenting the learning
contents**

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(i)   All subjects are built up according to **logical
structures** where one matter presupposes another
and again arises from it. Thus, the learning contents
of all subjects are presented in a logically ordered
form in all grades.

(ii)   The sequence of presentation also is determined by
certain **didactic principles** such as from the known
to the unknown; from the easy to the difficult; from
the whole to the parts and back again to the whole;
from the simple to the complex; from the visual to the
abstract; etc.

(iii)   The sequence of presentation also is determined by
the **nature of the children**. Here one thinks of
intellectual ability, tempo differences of children as
well as different teachers.

5. SUMMARY

In this first chapter attention is given to an essence analysis of the
educative teaching situation. Some fundamental concepts such as
"pedagogics", "didactics"and "didactic pedagogics" are discussed.
The discussion of these concepts, as categorical systems of ordering,
is necessary because they are the means of thinking or illuminative
means without which it is not possible to really understand the
educative teaching situation. If the same meaning is not given to
these concepts, the practitioners of didactic education will talk past
each other. It also is indicated that learning is a characteristically
human activity that has teaching, as a purposeful educative activity,
as a correlate. In addition, an analysis was made of the educative
teaching situation in the school and its main components in the
classroom were discussed. First, the teacher as initiator of the
educative teaching situation is placed in the spotlight. After this
some important essential characteristics of the learning child are
discussed under different sub-sections such as helplessness, safety,
expectation, openness, exploration and emancipation. Finally, the
learning contents have their turn. Among other topics, there is
consideration of the essence, aim, choice and global ordering of the
learning contents. This textbook is continued in Chapter Two with a

discussion of the possibilities for designing an educative teaching situation.

6. ADDITIONAL READING MATERIAL:

Van der Stoep, F. and O. A.: **Didaktiese Orientasie** [Didactic Orientation].

Van der Stoep, F.: **Didaktiese Grondvorme** [Fundamental Didactic Forms].

Gous, S. J.: **Die skool as weg tot wereldontwerp in didakties-pedagogiese perspectief: 'n Inleidende beskouing** [The school as a way to world design in didactic-pedagogic perspective: An introductory view].

Maree, P. J.: **'n Wesenskou van die leerinhoud van die pedagogiese situasie as didaktiese situasie** [An essential view of the learning content of the pedagogic situation as a didactic situation].

Van der Stoep, O. A.: **Die aandeel van die onderwyser aan die didaktiese situasie** [The role of the teacher in the didactic situation].