THE POSITION OF PUPILS IN THE JUNIOR PRIMARY (GRADES 1 - 4) LESSON SITUATION[*]

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1.   INTRODUCTION

It is the task of the subject didactician to make a scientifically
founded investigation of the possibilities of particularizing the
course of a lesson in order to put designing a lesson on an
accountable foundation. An important first delimitation in Subject
Didactics ought to be the position of the pupil with respect to the
content and the teacher. The teacher, learning content and child
are essential components of a lesson situation and they show a
multiple relationship structure that constitutes part of a
comprehensive lesson structure. The problematic of a lesson
situation is not separable from the problematic of the aims and the
sequence phases of the lesson. Therefore, the subject didactician
has the task of

> making a classification of aims from a complete analysis of
> them so that a possible lesson aim is formulated from it.

> to reflect on a function analysis and classification from which
> possible examples of lesson situations will emerge.

The position of the child with learning difficulties in various lesson
situations also has to be determined. A judgment has to be made
about the question of whether an ortho-subject-didactic situation
ought to be "different" from the lesson situations classified. Where
the universals of lesson situations are looked at, also particulars
have to be penetrated such as those regarding the learning content
and the functional in the junior primary teaching. The junior
primary child and a school subject such as Environmental Study is
considered here.

2.   METHODOLOGICAL   ORIENTATION

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[*] **South African Journal of Pedagogy** (1979) 13:2, 55-74. Based on unpublished D.
Ed. Dissertation, UP, 1976. Descriptive examples added by me (G.Y.) from Chapter Three
from Landman, W. A. (Ed.) (1981) **Kind en Skool**. Pretoria: N. G. Kerkboekhandel
Transvaal. No references provided.

On the one hand, the subject matter didactician reaches for the original experience of teaching for a scientifically based foundation and thus makes use of the **phenomenological method** to attain this aim. On the other hand, there also is a search for the functional in practice with the thinking eventually culminating in **model structuring** for the future. For this aim, the choice is the **intulogical method** (Potgieter), a systems approach that searches for a whole perspective on a particular reality with the aim of projecting that reality onto a structure model in order to plan the future in terms of it. An authentic example of such a systems model is the structure of the sequence of phases within a lesson [actualizing foreknowledge, stating a problem, presenting new content, etc.]

Intradisciplinary comparisons of, e.g., fundamental, historical and psychopedagogical sequence structures agree with the nature of the intulogical method. Comparative possibilities of thought constructions such as the sequence structure of a lesson and in particular the models of lesson situations offer a broader and more refined perspective on teaching practice and its future.

As mentioned, a scientist has the task of **analyzing** in order to eliminate non-essentials or describe and focus on the essentials of the matter being investigated. In the following, a brief exposition is given of the analysis of the lesson situation.

3. AN ANALYTIC VIEW OF THE LESSON SITUATION

An aim and function analysis of a lesson situation can raise a number of selected core questions that are general in nature. An analysis of the lesson components, namely, the teacher, the child and the learning content is relevant. Questions about how a child learns and how the various learning relationships fit in structurally have to be analyzed. The teaching aim as a direction-giving component of the teaching activity has to be researched. Pedagogic streams of thought from the post-Humanistic or late Mental period (approximately from the 17th Century) as manifested in contributions of authors such as Comenius, Rousseau and Herbart are particularly valuable. Equally so, the pronouncements of representatives of the Functional period (approximately 1800 - 1950) such as Pestalozzi, Bergson, Dewey, Montessori and Decroly are illuminating.

Regarding the problematic of the lesson sequence, the searchlight is focused only on one example from each sequence phase, e.g., on how a child can be enlivened at the beginning of a lesson. The importance of a planned statement of a problem for realizing the moment of wonder as a beginning awareness of a problem ought to be pointed out. Reduction of the learning content and genuine concept formation similarly place high demands for proficiency on the teacher. Is it possible to delimit practice aims in terms of particular learning aims and allow this to be connected with the application of differentiated assignments in the functionalizing phase? What criteria of evaluation are attuned to the child-as-totality? A diagnosis and error analysis can give direction to providing ortho-subject-didactic help. Such an addition then completes the evaluative triad of the sequence of the lesson as a system.

This especially is the view of authors such as Bonsch, Gartner, Klafki, Wegmann, Hausmann[***] who provided guidance for solving the problems mentioned above. The position of the pupil in a lesson situation, particularly the junior primary lesson in this study, has to be determined anew for each phase of the sequence of a lesson.

To illustrate an analysis of a lesson situation, the following example is offered:

Statement of the problem: how can a child become enlivened at the beginning of a lesson?

The associated activity of calling up foreknowledge asks of the teacher a sympathetic approach where trust, understanding and the exercise of authority are embodied in his friendly greeting, his directedness to an aim, his good preparation and courteousness. In his search for points of contact between the new problem and a pupil's possessed experiences he has to refer to known, everyday, familiar or societal events and experiences.

These references can be made in the form of play, example and assignment such as, e.g., dramatizing everyday experiences, telling a story, a learner or class discussion or a visual demonstration. The

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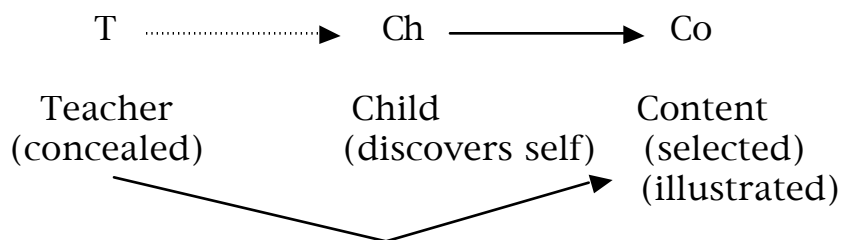[***] These authors possibly ushered in the Integral period (after 1950).

known form (life form) **and content** (foreknowledge) give the child immediate direction and thus **stability.**

It is precisely the known that indicates to a child that there are unknown and strange aspects to get at. Bonsch, in agreement with Rousseau, believes that a child himself has to experience and "feel" a problem in order to be interested. Interest shows a spontaneity and "inherent appeal" for the importance of the subject contents, an **attentive** being directed to their quality, an emotional merging of awareness of value and acceptance and a stable ability to stick it out. Inquisitiveness, asking questions, a readiness to learn, joy for a lesson are forms of expressing interest as taking up an aim.

In "enlivening a pupil" a teacher often makes a mistake because he only asks a few questions about the previous lesson and then announces the new theme (problem) too soon. He then assumes a position opposite the child. Looking and experiencing (Bonsch), however, are more original ways of a child opening himself up. Self perceiving, doing and thinking are ways of self actualizing that will ensure an effective lesson sequence. **Here a direct, original confrontation of the child with the formative content should be preferred.**[****] The teacher's help is concealed because he previously elaborated the content by selecting, ordering, illustrating, planned questions and instructing. Thus, he gives help and support in a round-about way.

It is possible to give a preliminary classification of this lesson situation in the structural model represented:

T ┈┈┈┈▶ Ch ──────▶ Co

Teacher   Child   Content
(concealed)   (discovers self)   (selected)
                                                (illustrated)

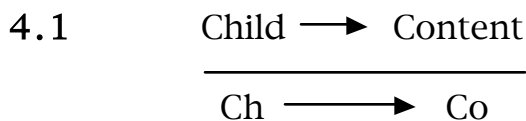A further situational classification and divergent possibilities of variation also are considered.

[****] See the explanation of the lesson on "The parakeet" in the dissertation mentioned.

4. POSSIBLE LESSON VARIATIONS FOR SUBJECT DIDACTICS

With further reference to Klafki's thought about the harmony between two aims, namely, the categorical unlocking of reality and self-involvement, all lesson situations can be put into two categories where, on the one hand, **the self-unlocking of the child is primary** and on the other hand where the emphasis is on **unlocking reality** [by the teacher]. In the first group, the child as a learning initiative is of great importance and the child takes a **position opposite the teacher** in what can change from a dependent-receptive to an extremely independent-structuring. The pupil also can assume a **position apart from or with another pupil(s)** that varies from individual to full interaction.

In unlocking reality there is a clear elevation in level of the **appeal the learning content directs** to a child. Here there can be a variation from concrete-visual to abstract-differentiated contents. Even **ordering the contents** can either be uniform or differentiated. The **attitude of the teacher** initially can be dominant-subjective because "the total re-presentation of the contents and direction of the lesson sequence is initiated by the teacher" or his attitude gradually can be dominant-objective because "the teacher continually steps behind the learning material" (Van Dyk in Afrikaans).

With the double unlocking of reality as an aim in mind, two recognizable fundamental lesson situations have to be accepted as points of departure for other lesson situations. From a child-anthropological standpoint that a child is an initiative to learn, the first structural model is constructed.

4.1   Child ⟶ Content
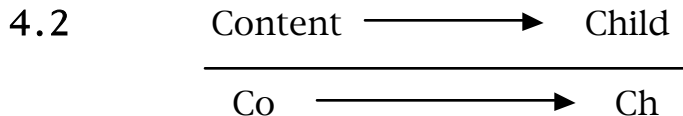　　　　　　　　―――――――――――
　　　　　　　　Ch ⟶ Co

In this lesson situation, only two components come to the fore--the child and the content. The child is the initiator and learns in his original experiential going out to reality in intuitive, naive or evident ways.

Example
On a school playground a place is found where ground squirrels live. The pupils take the opportunity to observe the animals during the

course of the day, feed them and even experience anxiety and joy (Pestalozzi) about them. Playing as adventure, conversing among the pupils and generalizing from living examples are important basic didactic forms here.

A second fundamental point of departure for learning is where a child not only goes out to reality but reality directs an appeal to him. Then the following model is relevant.

4.2   Content ⟶ Child
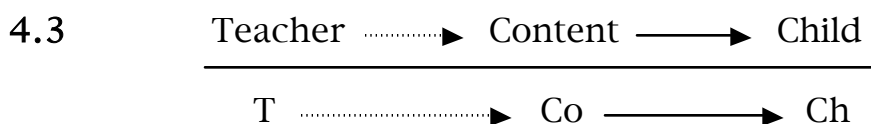   ─────────────────────────
                Co ⟶ Ch

Here the learning content directs an appeal to the child on the basis of its intrinsic quality and the child is freely drawn to it although he remains mainly receptive.

Example

A child plays with several balls and finds that they do not weigh the same and do not bounce equally high. His sensing of a problem (Dewey) leads him to seek a solution. He begins ordering and comparing, testing and investigating and finds that smaller and lighter balls bounce much higher than larger and heavier ones.

There are some lesson models that can be directly linked up with this basic model where the appealing content is decisive.

4.3   Teacher ⇢ Content ⟶ Child
        ───────────────────────────────────────
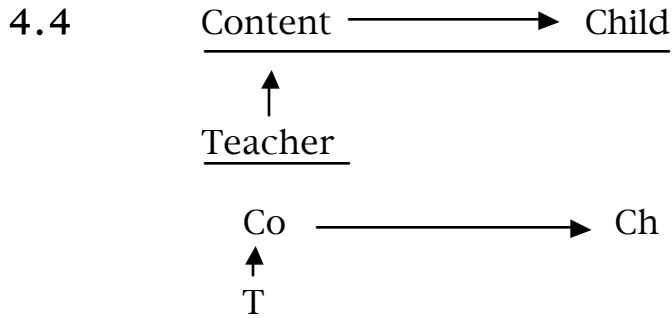   T ⇢ Co ⟶ Ch

The teacher takes a concealed position and guides the child indirectly. The function he performs is one of **micro-attunement** where this involves "initiating and maintaining a desirable learning climate" (Van Dyk in Afrikaans). From the nature of his receptive position, the child moves on a concrete-visual level where knowing is mainly the aim.

Example

Montessori has play material (motivational material) designed so that they lead a child to discover for himself, correct his errors,

work at his own tempo continually arriving at a sudden insight and an understanding of the relations of things. The teacher must intervene as little as possible in order for a child to be in a position to discover for himself. However, Montessori allowed older children to help the younger ones or the teacher to move among the children as a verifier and evaluator.

4.4 Content ───────▶ Child

▲
Teacher

Co ───────▶ Ch
▲
T

This lesson situation is based on the principle of observation. The learning content is presented at a particular time and in a particular way as decided by the teacher, usually by demonstrating, displaying or exhibiting it.
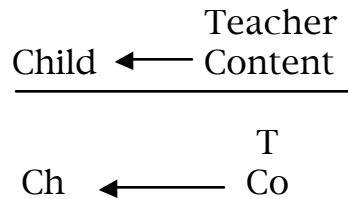
The teacher explains by example the important or general aspects of the learning content. In his new position alongside the learning content he demonstrates to the pupils and lets them join in so they themselves can participate. During this lesson situation usually there is a conspicuous enlivenment of the children. Gradually there is a switch from a receptive-dependent to a structuring-independent attitude (Van Dyk). The attainment of proficiencies and skills (Klafki), physical dexterity (Gartner), good methodical exploration (Rousseau), intellectual and moral forming (Pestalozzi) are dividends that put a child in a position to act independently and responsibly.

Example
The theme "Caring for the body" holds out the prospect of physical dexterity and responsible self-care. The teacher demonstrates by bathing a doll and not a child. Thus, he doesn't merely offer the learning content but gives it an indirect meaning. His systematic, logical treatment holds for each type of body care, e.g., the hair, teeth or nails. The sparing use of the medium employed, the correct routines (methods) and cleaning up (responsibility) are themes relevant to those mentioned. Strong motivation in an isolated

situation and direct practice according to his own tempo puts a child in a position to strive for what is proper.

4.5

                      Teacher
      Child ⟵ Content
      ‾‾‾‾‾‾‾‾‾‾‾‾‾‾‾‾

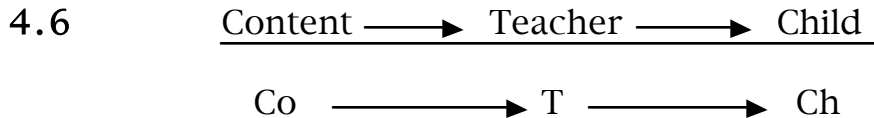   T
      Ch ⟵ Co

In this lesson situation, the teacher squeezes in next to the learning content. The teacher and learning content each lose something of their identity but together they contribute to an increased appeal. The child's focus is important and is characterized by a strong affective involvement with the content (Gartner). Wegmann speaks of an "encounter" with and a "humanizing" of the learning content that is more important than sensory perception. Initially the child is receptive, expectant and listening but later switches over to a spontaneous, structuring conversational position. A cushion of love and understanding surround this lesson situation.

Example
In a First Grade class, the pupils gather around in an intimate circle when "The dog as a pet" is considered. The teacher holds a puppy close and pampers it while asking questions about the children's own life worlds. The affective involvement of humans and animals and the simulation (humanizing) of the dog opens the way for a free narrating of experiences. In the midst of the observing there also is guided discovery and interpretation. The living exemplar provides the children with security and gives them the courage to participate. The dog startles the pupils with a sudden bark and the teacher calms them by saying, "Tobey certainly is very frightened. Come, let us put him back in his little box and give him a biscuit."

In the series of lesson situations described thus far, there mainly is a micro-attunement with a strong emphasis on unlocking reality. The second group of lesson situations that also are concerned with unlocking reality and show a dominant-subjective and a dominant objective teacher attitude now are discussed.

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4.6   Content $\longrightarrow$ Teacher $\longrightarrow$ Child

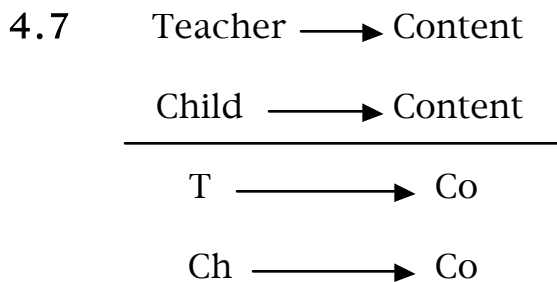Co $\longrightarrow$ T $\longrightarrow$ Ch

Here the teacher acts as interpreter and unlocker of the learning content. Because of human shortcomings, culture-boundness, biases and other factors, the teacher influences the learning content. This is a forced but necessary reinterpretation because the child otherwise cannot come to know the content. The interpretation only can be done through language as a symbol system. The teacher as a person, his presentation and use of language are of decisive significance here and require a thorough study of the subject matter, a balanced perspective on it and an emotional stability unique to a formed person (i.e., an adult). The child usually shows a receptive dependency in this micro-attuned lesson situation.

Example
In a lesson in Environmental Study, the teacher tells the story of Rachel de Beer. The children experience the interpretations very emotionally but also cognitively. Motivating them to bravery will depend on whether the teacher can identify himself with little Rachel. Clear representation (mimicry, improvisation) and scintillating narration lead the children to form their own judgments and conclusions in terms of what is normative-acceptable.

4.7   Teacher $\longrightarrow$ Content

Child $\longrightarrow$ Content

T $\longrightarrow$ Co

Ch $\longrightarrow$ Co

In this analogy-activity the teacher presents himself to the children as learning content. This example, as a "first" image of adulthood, especially presents the normative. The children identify themselves with the teacher and thereby with what is proper. With a small child this apparently is "copying" but Muller-Eckhard expresses it as so-called "imitating". This idealizing has future value because it leads to a life style.

Example

A teacher explains to a Second Grade class that a person must pray to God for help if he has a problem. Shortly after, looking for the key to the classroom, the teacher groped about in great frustration, and a concerned pupil said "If we pray the Lord will give us the key!" He has to take an act of faith and at the end of the school day find the key in a newspaper in the wastebasket. With eyes looking up, the key falls out from among the trash.

4.8

Teacher

Child   Content

Outside help

T
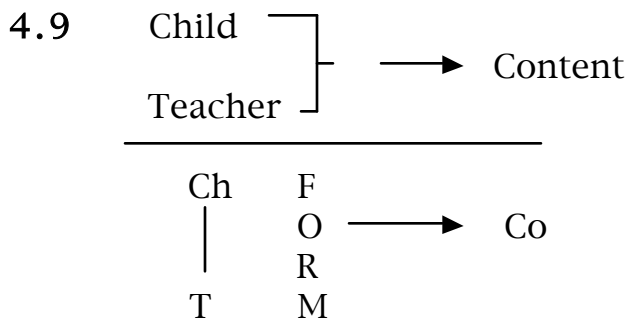
Ch   Co

a person
or program

On certain occasions, the teacher makes use of outside help such as professional persons, other outsiders or teachers on television and movies or instances such as a fireman. The teacher cannot disconnect himself from the lesson situation much less be absent. He has the responsibility to bring about "synchronizing" among child, assistant and learning content. The receptive attitude of the child is one of expectation and anticipation. There also is respect and authority because of the knowledge and experience of the visitor but it is the teacher's presence that provides security. This micro-attunement can be succeeded by a stronger macro-attunement when the "outside help" is a program such as programmed instruction. Then the child is compelled to act in a distanced, independent way while the teacher only controls (checks, verifies).

Example
During a television lesson an unfamiliar person presents the lesson content while the teacher remains in the class ready to exercise control (verify). The teacher should review the television recording beforehand and be aware of the course of the lesson.

In the following group of lesson situations the position of the pupil with respect to the teacher changes from dependent-receptive to independent-structuring. The initial micro-attunement later proceeds to a macro-attunement. Self-unlocking now enjoys prominence.

4.9   Child ⌐
                ├──→ Content
        Teacher ⌐

      Ch   F
      | O ──→ Co
      | R
      T   M

This lesson situation is the preformed field for later independence. Both participants are strongly attuned to each other and by each there is a partial loss of identity. The fruitful moment unfolds when a child, in imitating the teacher, fully identifies with his guide.

The nature and level of difficulty of the learning content determines the position of the child. The learning content can be contentious in nature, e.g., sexual information, or it can pass beyond a person's world and life views, or it can be complex in nature or it can be learning content necessary for withstanding dangerous situations, e.g., content for road safety.

Inter-human relationships must enjoy priority in this lesson situation. Without actualizing the pedagogic relationship structure a child becomes locked up in himself by taking up a lonely struggle with life-problems or adopting an agnostic attitude. Thus, a teacher has to represent the "image of a person" (Rousseau); he has to be an avower of convictions (Wegmann); he has to "feel his imperfection" (Langeveld); and be able to influence the "mysteriousness" of the other (Gartner). Above all, he must show a strong sense of responsibility to intervene with purpose and preparation (engagement). The child is the original initiator who at first takes the liberty to state his problem with an attitude of expectation. He is placed under the imperative to think. The teacher also invokes

the help of the group because he simultaneously wants to build up group morale or converse individually or in small groups. This **analyzing self-activity** of the child is of much more value than the established judgment of the teacher. Ultimately the child/group will make its own judgment regarding the fixed norms promoted or disapproved by the teacher.

Example

A lesson about "The Pupil Patrol" in First Grade will progress on a much lower level of conversation and pupil participation than, e.g., a lesson about "Narcotics" in a higher grade. A small child has a problem safely reaching school in present-day heavy traffic. He quickly becomes acquainted with the Pupil Patrol and identifies himself with its members. The teacher invites the patrol after class is out, introduces them to the children and allows them to demonstrate while each pupil participates. He emphasizes "obedience and respect" for the members of the Pupil Patrol and verifies whether in the course of a day the children obey society's traffic regulations (norms).

4.10   Teacher ┈┈┈▶ Child ⟶ Content
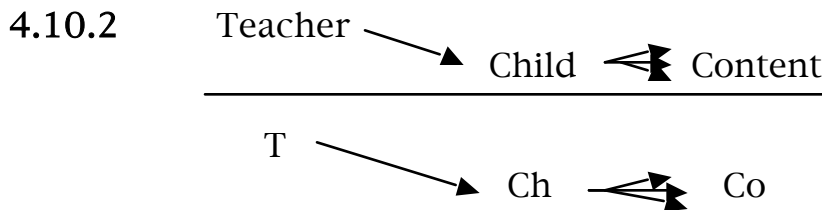
4.10.1   T ┈┈┈▶ Ch ⟶ Co

To counteract the danger of dependency, the teacher can plan a more independent-structuring lesson situation with an informal course and the problem method is placed first. The teacher's help is concealed because he previously elaborated the content through particular ways of selecting, ordering, illustrating, etc. it. He gives **indirect help and support**, e.g., by giving the pupils duplicated (Xeroxed) information and instructions with the aim of aid-centered exploration. Granting "freedom" to the child as Dasein is a large gain. A "well-regulated freedom" (Rousseau) implies that a child follows his own interests and tempo, together with a specific group, enjoys freedom of movement in his doing and thinking and is himself actively involved with mastering the learning content as a "fruitful resistance" in an "enriched environment" (Dewey).

Example[*]

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[*] See the table "Classification of Lesson Situations"--ordering learning contents.

In an Environmental Study lesson in Third Grade, the theme "Taming mammals" can be used to make a group exploration possible. Initially the teacher works mainly by class teaching and by means of learning discussions leads the pupils to discover the essential characteristics of "taming mammals". After this, the pupils are divided into a number of (preferably homogeneous) groups. Each group has a leader and has to explore a particular mammal. Each child also receives a duplicated scheme and specific assignments. Answers to the questions acquired on an excursion at home or elsewhere are collected in the media center. After the information and examples are collected, the groups are given the opportunity to organize the data practically or in writing. The teacher makes the necessary corrections by individual assistance. The resulting discoveries by the pupils then are again summarized in class by a display, discussion or a structuring in writing.

4.10.2

The "strange assignment" by the teacher:

"Search for the solution yourself" has to be anchored in a clear, achievable aim (Gartner). This involves knowledge **as a means** and not as an end. This lesson situation will take a successful course if the children possess certain skills such as:

> * good work and study methods;
> * intellectual abilities such as accurate observation, logical thinking and sustained concentration;
> * the ability to persevere and the will to persist in his involvement with the learning content.

Many forms of homework have a structure of independence and require an independent search for solutions to new problems. In the Junior Primary classes lots of play material is used to promote accurate observations, comparisons and classifications; hence the foundation for problem solving is laid.

Example

In the Junior Primary classes many apparatuses are used to promote pupil observations. Good observing, comparing and classifying form the foundation for problem solving. There are a variety of play materials for discriminating forms, correctly sequencing, noting similarities and differences, making figure-ground discriminations, detecting laterality, and more. The practicing does not involve developing the senses (Decroly), but acquiring skills that formal teaching promotes. Thus, "Treasure Hunt" or search games serve an important aim in teaching little children.

4.10.3

$$T \dashrightarrow Ch \longrightarrow Co$$

During the preparation of a lesson, **the teacher anticipates certain problems** and predicts that the learning content is too difficult or too easy. Then he works up the learning content beforehand by, e.g., making a summary so the pupils can acquire insights and see the opportunity to make the learning content their own.

Example
In teaching Health Education in Third Grade, a checklist is very suitable to help the pupils recall the habits of a healthy person. As an observation medium, such a checklist or questionnaire to be completed by the pupils serve a particular aim.

An example of a checklist
There is no right or wrong answer. Write "Yes" or "No" in the proper place.

1. Did you remember to greet your parents this morning?
2. Did you fold up your pajamas yourself?
3. Can you make tea?
4. Do you like whole grain bread?

4.11   Teacher

                  ↕

              Child ——————→ Content
          _____

                  T
                  ↕

              Ch ——————→ Co

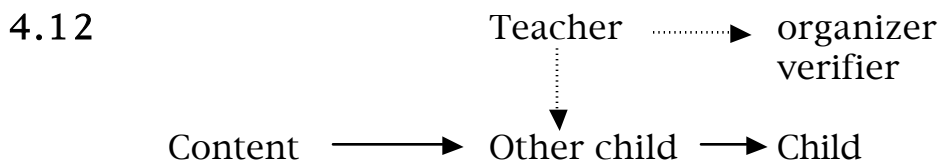The teacher and child (or the group leaders) **have a discussion beforehand** about what they have to do during the lesson. After this, the teacher seemingly withdraws himself and allows the child or group to work independently. In lesson situation **4.9** the teacher openly gives support and remains with the child; in lesson situation **4.10**, the teacher's help is concealed and he remains behind the children, but now he gives guidance beforehand and seemingly steps back.
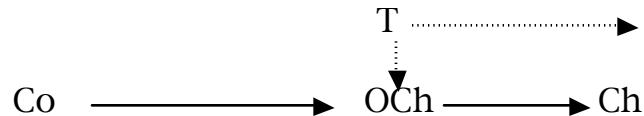
Example
Third Grade pupils have to write a "story" about "Good nutrition". They are referred to a previous Environmental Study lesson, to a filmstrip in the Media Center, to a wall chart in the classroom, to the lunch boxes of their classmates and to the meals they eat at home. Now they jot down in their notebooks only what they are going to write about and then during a silent work period they can write their story.

A last group of lesson situations is where **the pupils take a position opposite each other.** The teacher's role is purely **macro-attuned** because he acts only as a preparer, organizer or verifier. The other child or leader plays a prominent role and the aims will be reached to the degree that the leader is equal to the task. The quality of the leader decisively is dependent on the degree to which **the learning child will open himself in his interaction with the other child.** Thus, the activity of self-unlocking is primary in all of the lesson situations now described.
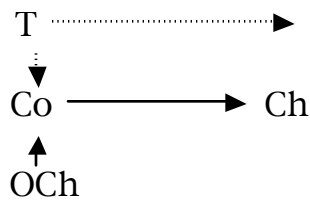
4.12   Teacher ·······▶ organizer
                                                  verifier

                              ⋮
                              ▼
      Content ——————→ Other child ——▶ Child

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4.12.1

$$Co \longrightarrow OCh \longrightarrow Ch$$

with T above, a dotted arrow pointing right, and a dotted arrow pointing down to OCh.
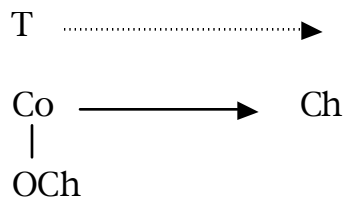
In school practice it often happens that a child who "doesn't understand" particular subject matter content is helped by another child. Children's methods of solution often are more to the point and meaningful to his classmates than the more comprehensive explanations of the teacher. However, the danger remains that one child can confuse another with a faulty interpretation.

4.12.2

T with a dotted arrow pointing right, a dotted arrow pointing down to Co.

$$Co \longrightarrow Ch$$

with an arrow pointing up from OCh to Co.

The lesson situation where the other child has to exemplify or demonstrate is not unknown in school. In most skill subjects like Physical Education, Arts and Crafts, writing and language activities such as reading, talking and reciting, one child imitates another.

4.12.3

T with a dotted arrow pointing right.

$$Co \longrightarrow Ch$$

with a line connecting Co down to OCh.

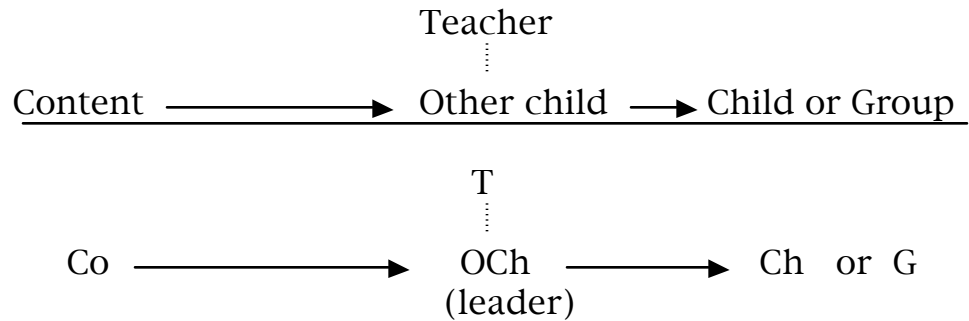Because of the fact that the other child is strongly involved in the learning content, again there is mention of identity by both but also there is a heightened appeal for enlivening a child who still has to learn. A child notices how another child finds pleasure in reading a story book by himself and then chooses to do so himself. Thus, children often are enlivened by the example of their classmates to explore the new.

4.13   Teacher
                                    ⋮
       Content ——————▶ Other child ——▶ Child or Group

                                    T
                                    ⋮
       Co ————————▶ OCh ————————▶ Ch or G
                              (leader)

An important variation in planning a lesson situation, of particular
importance in the last phases of a lesson, is where **work is done in
small heterogeneous groups (each with a leader).** The
teacher first informs the leaders and then lets them practice. After
that, the leader helps an individual child or the group while the
teacher moves freely and verifies.

4.14   Other child ——————▶ Content

            Child ——————————▶ Content
       _____

            OCh ——————————▶ Co

            Ch ———————————▶ Co

In this analogy activity there again is mention of **identification
but now between one child and another.** For example, if the
leader is a strong identification figure, then a strong group dynamics
is assured. The view of Decroly that the "will to solve a problem
independently in a social situation" has a decisive meaning and
provides the child with security and supports and backs up
designing such a lesson situation for school practice.

5.   A CLASSIFICATION OF LESSON SITUATIONS

The following scheme provides an overview of the lesson situations
described and indicates their mutual relations (See next page):

6.   LESSON SITUATION SYSTEM MODELS

From the variety of lesson situation models described lesson
situation systems or series are compiled in order to indicate their
functional course. Thinking about the functional requires a
practical view illustrated with examples

CLASSIFICATION OF LESSON SITUATIONS

of

	UNLOCKING REALITY (UR)			SELF-UNLOCKING (S-U)	
ORDERING CONTENTS	**TEACHER'S ATTITUDE**	**APPEAL OF CONTENT**	**CHILD AS LEARNING INITIATIVE**	**POSITION OF PUPIL/TEACHER**	**POSITION OF PUPIL/PUPIL**
uniform	dominant sub	concret-visual		dependent/recep.	individual (UR)
differentiated	dominant obj	abstract/distantiated		independent/struct.	interacting (S-U)
	micro-attune *micro-attune*	*micro-attune*		*micro-attune*	mainly (UW)
	macro-attune macro-attune	macro-attune mainly		*macro-attune*	*macro-attune* (S-U)
A SYSTEM 6	2		1	9	12 12.1
	Co T Ch	Co Ch	Ch Co	Ch	T
	interpret	intrinsic appeal	orig. sit'n		Co OCh Ch
Differen-	3			T Co	12.2
tiate via grp.	T Co	T Co Ch			T Co Ch
	Ch Co	incidental lng.		10 10.1	12.3
CLASS 7	identification			T Ch Co	Co Ch
individual		4		T	OCh Ch
	Co Ch	Co Ch			heightened appeal
	T	T		self-unlocking	13
GROUP WRK 8 8.1	outside help	demonstration		OCh	T
	from person			learn from OCh	Ch CoCo OCh Ch or G
G G G				10.2	concealed helpleader and group
Guiding	8.2	5		T	14
	Co Ch	T		Ch Co	OCh Co
CLASS	outside help	Co Ch		OCh Ch	Ch Co
SUMMARY	program	heightened appeal		independent search	identification
				10.3	
				T	
				Co	
				OCh Ch	
				independent	
				11	
				T gives help	
				Ch Co	
				T steps back	

18

the phases of the lesson sequence and
problems in school practice.

Some possibilities of lesson situation system models are the
following:

6.1 A lesson situation system for a lesson sequence where the position of the child changes

For this aim an Environmental Study lesson for a Third Grade class
with the theme "Caring for the mouth and teeth" was used.[*****]

Inferences that can be made are:

--The lesson situation varies or changes with each phase of the
lesson sequence.
--A variety of lesson situations arise in each phase of the
lesson sequence.
--In order to promote a child's self actualization, a
predominantly "concealed guiding" by the teacher is
conspicuous.

6.2 A lesson situation system for a particular problem in teaching practice

The question about how a junior primary child can be enlivened in
the actualizing foreknowledge phase of the subject Environmental
Study was investigated. The findings are as follows:

--Choice can be made from a great variety of lesson situations
in order to enliven a child.
--Any of the four ground forms of teaching (play,
conversation, example and assignment) can be taken as a form
of presentation.
--A variety of methods can be implemented.
--Particularized ways a child unlocks himself are practicing,
imitating, obeying, improvising, listening, identifying, thinking,
searching, narrating, manipulating, ordering, perceiving,
seeing, hearing, touching, tasting, smelling, discussing,
memorizing, repeating, demonstrating and more.

[*****] See dissertation, pp. 195-245.

6.3 A system model for the future teaching practice of group exploration in Third Grade in terms of an Environmental Study theme. From this system model, the following answers to problems are inferred:

> --**Correlation of school subjects:** Afrikaans reading, talking, speaking and writing, Handwriting, Arts and Crafts, Library work can be correlated with Environmental Study.
> --**Time division:** Work also can be spread over different periods.
> --**Opportunities for tempo differentiation, individualizing, and socializing, especially communicating** are available.
> --A variation of **ways of unlocking oneself** are possible.
> --**Continuous evaluating** by means of observing, controlling (verifying), judging and grading can be done.

6.4 Structure models of "ortho-subject-didactic" lesson situations in relation to structure models of the classified lesson situations

The question arises as to whether the classified lesson situations (section 5) also are valid for a child with learning difficulties. Since researching this question is ortho-subject-didactic, structure models in relation to the problems of a child with learning difficulties and the general guidelines for ortho-subject-didactic situations are compiled.

The following are clear:

> --"Ortho-subject-didactic" lesson situations correspond in broad outline to the general lesson situations.
> --**Individual teaching** within a classroom and especially smaller groups have to be given priority.
> --The teacher can never withdraw himself entirely.
> --During his training the teacher has to be informed about how to provide help to a child with learning difficulties.

6.5 Ortho-subject-didactic lesson situation models for the practicing phase of Environmental Study lessons in an ordinary Second Grade class with children with learning difficulties

Models of situations for providing help in the practicing phase of Environmental Study lessons are constructed in relation to the aims of practicing, particularized learning difficulties, themes and group work and possibilities for individualization.

From the tabulations, the following are relevant:

> --Continuously observing and evaluating a child with learning difficulties during Environmental Study lessons can lead to a reliable child-image because in close involvement with the teacher, a child can show a wider scope of skills than ways of unlocking himself.
> --[Special] ortho-subject-didactic lesson situations have to be purposefully planned beforehand only if justified by the problems of the children with learning difficulties because the fruitful expenditure of time is important.

7. CONCLUSIONS AND RECOMMENDATIONS WITH AN EYE TO FUTURE SCHOOL PRACTICE

7.1 A lesson situation classification in terms of the functional gives a new dimension to the lesson sequence. The position shifting of teacher and child can contribute to a better learning effect.. It was found that unlocking oneself can be promoted by "concealed guidance".

7.2 The lesson situation system models have indicated the meaningfulness of the lesson situation. The variation of lesson situations with each phase of the lesson sequence and the diversity of lesson situations possible in a particular phase open the way for solving a number of teaching problems.

7.3 With an eye to future teaching practice the research on differentiated teaching within groups in junior primary teaching in practice ought to be increased.

7.4 Orthodidactic researchers should be familiar with "ortho-subject-didactic teaching situations".

8. SUMMARY (In English by the author, and edited slightly)

In the dissertation on which this paper is based, a scientifically founded subject-didactic investigation was made of the

particularization possibilities of the lesson sequence with the view of putting designing a lesson on an accountable foundation. With this aim in mind, the Phenomenological and Intulogical methods were chosen. On the one hand, **primordial experience** is penetrated (phenomenologically) and, on the other hand, the **functional in practice** also is viewed (Intulogically), on condition that this reflection would culminate in a model structuring or a system perspective for the future. This method also requires that a subject-didactician have a totality-perspective on the pedagogic disciplines (e.g., fundamental and psycho-pedagogics).

The investigation focused on the lesson situation in terms of its possibilities. With its three components of teacher, child and subject content a lesson situation shows a multiple relationship structure in addition to an equally complicated aim structure, both differing in each phase of the lesson sequence on the basis of particularized sequence aims; this implies differing positions for a child with respect to the teacher and the subject content. The subject-didactician has a dual task, namely, to do a complete analysis of the aims in order to classify them so that possible lesson aims can be formulated in designing a lesson. He also must do a function analysis and classification so that meaningful examples of lesson situations can become evident.

Because of the complexity of teaching and the comprehensive possibilities of designing a lesson, only actual problems in a lesson were considered and exemplified. The problems surrounding the lesson situation as possibility were investigated and the role played by each component was analyzed in light of various authors. The complex relationship structure of the lesson situation was described, but particularized relationship aspects simultaneously had to be worked out. In the same manner, particularized teaching aims were disclosed and grouped into the aims of the phases of the lesson sequence.

Concerning the lesson sequence problematic, the investigator could only focus on one exemplar from each phase. The following question received special attention: How can the child be enlivened at the beginning of a lesson? Actualization of the moment of amazement, as an introduction to becoming conscious of a problem, brought to the fore the importance of a planned statement of the problem. Reduction of the learning content and clarity of concepts both demand a high standard from the teacher and are an important

part of the exposition phase. Modes of practicing were delimited in the light of certain learning aims and these proved to be extremely relevant to the differentiated application of instructions of the functionalizing phase. One finding from investigating the evaluation phase is that continuous evaluation of the junior primary pupil must be directed to the child-as-totality. Diagnosis and error analyses direct orthodidactic aid in a particular subject matter. This completes the evaluation triad in the lesson sequence as a system.

The problematic of the "orthodidactic lesson situation" with regard to a certain subject also had to be handled with a view to designing lesson situations for a child with learning in an ordinary school. A negative answer was anticipated to the question whether orthodidactic lesson situations differed from the classified lesson situations.

An aim and function analysis of the lesson situation was done with an emphasis on the junior primary lesson situation. On the basis of fundamental findings by a number of authors, possible solutions to the mentioned problems could be classified. Structure models for lesson situations were designed, classified and illustrated with examples from the subject Environmental Study; this was done to promote differentiation in future school practice.

Orthodidactic structure models were designed in cohesion with the problems of a child with learning difficulties and in cohesion with general guidelines for "orthodidactic" lesson situations. These lesson situations correspond in broad outline to the general lesson situations classified.

Individual teaching in a classroom context and especially in smaller groups must have preference, provided that the teacher never withdraw himself entirely. Through a particularization of "orthodidactic" lesson situations, variations in grouping and in particular modes of individualizing were marked out for the practicing phase of the lesson sequence.

The lesson situation system models particularly indicated the meaningfulness of the lesson situation. In aiming at optimal self-exposing by the junior primary pupil the teacher is compelled to plan the child's position in cohesion with the content of and the functional in the lesson.