

SUMMARY

THE SIGNIFICANCE OF VARIOUS VIEWS OF EXPERIENCING FOR CONSTRUCTING A DIDACTIC THEORY

From various contemporary views of possible points of departure for constructing a didactic theory, Van der Stoep, in South Africa, indicates that the only accountable point of departure for such a theory is the educative reality itself. The lesson structure, as the eventual logical consequence of didactic insights that have possibilities for implementation, must have something to say to the practice of teaching. In its analyses and descriptions, a theory must **be able to offer something to the practice of teaching**. In order to realize this ideal, reflections on the practice must be directed to its *fundamentalia* [essences] as it appears spontaneously among persons. This practice is only recognizable if a fundamental and penetrating view is taken of the situation as such.

Such a fundamental penetration of this (educative) situation leads a thinker to the original experience of it in which, among other essences, teaching is embedded as an integral part. It has been indicated that a human being is involved in reality and, as such, he is involved in teaching. (Indeed, teaching is a mode of living for him). A human being cannot but be involved in teaching when he is educating. This implies that **teaching** belongs to the **most original of human experiences**.

In order to penetrate to the essences of teaching as a facet of human experiencing, it is meaningful for a thinker to seek, analyze and describe the structures (origins) of experience as such, in order to allow those data to appear that can be of value for constructing a didactic theory. The essences of experiencing have been sought and described in terms of the views of Kant, Husserl, Heidegger and Strasser in order to determine whether these essences have fundamental and functional value for constructing a didactic theory.

Because the lesson structure represents the eventual synthesis of didactic insights, it was examined to establish whether the categories of experiencing are incorporated within the lesson structure. Examples were given to show that the reality of educating (i.e., the original experience) reveals all of the relevant data that found the lesson structure.