

SUMMARY

The aim of this study is to explore orthopedagogically the possibility of educative failure in the secondary, formalized school situation. The primary question is which restraining moments of an educative dialogue might contribute to the inadequate participation in the educative event at school of the child, the teacher or both. This multidimensional question can only be answered tentatively with reference to the most recent orthopedagogical and orthodidactical insights into the reciprocal nature of a disturbed “dialogue” between adult and child that can lead to a disharmonious dynamic of educating and of teaching.

The central point of departure is the postulate that schooling would be a meaningless obligation in a child’s life if it did not contribute to an educand’s attainment of adulthood. Learning effects should not merely be equated with educational successes. The authentic quality of realizing the aim of educating via the essences of lesson structures thus should be subjected to critical evaluation. This task can only be accomplished by a “particularizing” interpretation and convergence of relevant pedagogical categories and essences that were selected from the totality of the existing structure of pedagogical theory and that were deemed to be the most useful and economical illuminative means of thinking about the problem in question.

A child’s psychic life potentialities are viewed as a totality of inseparable ways of being that constitute his potentialities for personal unfolding by which the scope of a teacher’s task of accompaniment becomes clear. Learning problems are viewed as a particular manifestation of inadequate personal unfolding and that emerge as a gap between the actual and the possible levels of a child’s learning and becoming adult under the adult’s accompaniment. The totality-character of this task of the adult’s accompaniment is emphasized with respect to its inseparable pathic-affective, gnostic-cognitive and normative-meaning giving aspects.

The possibility of a disharmonious dynamic of educating and of teaching has necessitated a conceptual clarification of the

relationships among “educative problems”, “teaching problems” and “problems in becoming adult”.

Educating by way of teaching is help with elevating the level of attributing meaning and no teacher should ever involve himself educatively with a child without purpose. From a psychopedagogical perspective the educative aim can be described tentatively as a never-completed, self-accompanied, level integration of affective, cognitive and normative potentialities of assigning meaning.

Alienation of a child’s affective, cognitive and normative potentialities for personal unfolding then is linked in a broad spectrum to the possibilities of inadequate affective, cognitive and normative accompaniment in the lesson situation. How the quality of actualizing the essences of a lesson structure might be related to learning problems is explored hypothetically by means of a micro-structural evaluation of particular examples of lesson-practices. The entire spectrum of a teacher’s lesson planning, preparation and design constitute the field within which teaching problems can appear.

The study is concluded by an exploratory empirical investigation of limited scope designed to determine the actual attribution of meaning of a group of Standard Nine (11th Grade) pupils to their school situation. With few exceptions, the existence of the facets the disharmonious dynamic of educating and of teaching anticipated theoretically were confirmed. An individual pupil is selected for a closer orthopedagogical evaluation and situation analysis by which the complexity of the problematic of (inadequate) accompaniment to personal unfolding is underlined once again.