

CHAPTER V

SUMMARY, FINDINGS AND RECOMMENDATIONS

1. SUMMARY OF STUDY

In light of the recent intensified interest of practicing teachers in educating the pre-school child and the school beginner, the following question arises: How does a pre-school child become a school child by means of actualizing his psychic life? Various researchers have confirmed that a child's becoming and learning are accelerated during this time.

Thus far much empirical data have been brought to light regarding the "development, growth and abilities" of both the pre-school child and the school beginner. However, in most of this literature there is an absence of an accountable [philosophical] anthropology of the child and, above all, no accountable psychopedagogics. There is no clarity on HOW a child of this age actualizes his personal potentialities and HOW he announces himself as a becoming and learning child-on-the-way-to-adulthood! This study is an attempt to provide an answer to this problematic (see chapter III).

The other side of this problem is: What is involved in educating a pre-school child becoming a primary school child from a psychopedagogical perspective? The child manifests himself as in need of support. As such, he directs a specific appeal to his educators. How ought the guidance and support of an educator, both primary [at home] and secondary [in school], appear in order to make it possible for a child to adequately realize this transition? This matter is considered in chapter IV.

To penetrate this two-fold inquiry, the author takes a phenomenological approach and tries to disclose the phenomenon itself. As a category for illuminating the phenomenon, the *psychopedagogical* category of *experiencing* is used. The reason for choosing this category is explained and justified in detail in chapter II.

This study represents a step in the direction of a greater understanding of and insight into the situatedness of a pre-school child becoming a primary school child and an attempt to eliminate the many poor practices and misconceptions that can lead to under-actualizing potentialities during the primary school phase. Usually there is an attempt to consider what is adequate and proper by casting a psychopedagogical perspective and to set aside all orthopedagogical implications as far as possible. The latter implications justify their own independent study and, as such, fall beyond the scope of the present study.

2. SUMMARY OF FINDINGS

On the basis of this attempt to establish an image of the experiential world of a pre-school child who is becoming a primary school child and to acquire an answer to the question about the nature of educating by the parents, the pre-school leaders and the teachers of beginners, the results are summarized as follows:

2.1 Findings with respect to chapter III

2.1.1 Owing to his primordial openness and intentional directedness to the lifeworld, a pre-school child becoming a primary school child is someone who wants to be someone himself, who has a role in his own becoming and who participates in realizing his own potentialities.

2.1.2 By experiencing, this child who is becoming directs himself to his world in which he establishes relationships with himself, others, things and God.

2.1.3 The results of these experientially established relationships with the world are read from his:

* **bodily-being-in-the-world**, i.e., the sense and meaning that he gives to the contents of his lifeworld as well as from the knowledge that he acquires via his body in the form of possessed experiences.

* **play** as a manifestation of his achieved level of becoming, his habitual experiential attunement, the direction and strength of

actualizing his willing as well as the unique significance of his world relationships.

* **language** as carrier of affect and thinking, as means of exploring as well as a medium for establishing relationships. A child's linguistic expressions offer his parents an opportunity to penetrate his experiential world. In and through his language, he makes the content and quality of his possessed experiences knowable.

2.1.4 The following findings have come to light regarding the pre-school child's bodily-being-in-the-world:

* Exploration via moving, touching, smelling, tasting, viewing and hearing enjoy lessening importance in the course of the pre-school phase but still figure prominently even until the first year of school.

* During about the seventh year of life the child's visual abilities develop in such a way that he can adequately command his world visually such that he can fruitfully participate in reading and writing instruction as well as that form of child play that is popular among primary school pupils. The greater exploratory possibilities that are thereby opened for a child lead to a **qualitative and quantitative** expansion of **possessed experiences** regarding his relationship to himself, to others, to things and, by implication, to God.

* Change in his teeth is primarily of emotional significance for a child as a manifestation of his own becoming in the direction of adulthood.

* Owing of his heightened susceptibility to infection along with his inability to verbalize his discomfort, often the child is tearful and annoying, seemingly for no reason.

* A pre-school child who is becoming a school beginner finds it extremely difficult to execute fine finger movements.

* A child's wanting to have greater physical mastery of his world is encouraged by a favorable emotional signifying of his increasing physical abilities, but is still not yet controlled and tamed by a cognitive signifying from extensive possessed experiences. A pre-school child becoming a school beginner overestimates his physical potentialities.

* Laterality is generally clearly crystallized by the time of school entry and serves as a favorable precondition for the physical activities of being-a-school-child.

* A drastic change in bodily proportions implies that the child notices the fast change in his appearance. Reference to this by an adult is confirmation to the child that he is progressing on the way to adulthood.

* Boys in the pre-school phase show, in their bodily-being-in-the-world, an awareness of the value that society attributes to physical excellence. Similar demands on girls during this phase are avowed less.

* In his associating and establishing relationships with peers this child gives great value to physical contact and continually falls back on a sensopathic level of experiencing.

* Outward appearance (his own and that of others) is very important for a child in this phase.

* In particular, this child actualizes his sensing, perceiving and observing in connection with his bodily exploration of his world.

* In this phase of becoming, adequate experiencing is largely dependent on adequate sensory perception.

2.1.5 In his play such a child manifests the state of his becoming and makes his possessed experiences knowable.

* Owing to incomplete language acquisition, during this phase, a child carries on a dialogue with his world through his play.

* For this child, play is a serious situation but by the end of this phase (during the first year of school), he shows insight into and the potentiality to distinguish between work and play.

* In and through play a child is confronted with his own possibilities and limitations as well as those of things and of others. This provides an opportunity for a continued change in the significance and scope of his possessed experiences.

* His predilection for constructive and illusive role-playing offer increased opportunity for projecting and expressing. As such, in his play, he directs an appeal to his educators to help him with attributing meaning.

* In his play he exercises and tries out what in reality he has not yet mastered. Thus he contributes to creating his own future and realizing his own talents and potentialities.

* Even though he does not yet participate in authentic group play, play seems to be the way in which he establishes relationships with other children.

* Genuine play between educator and child is to be distinguished from a playful, informal assignment or (an educator) steering a child to particular discoveries through using toys.

* This child has a need for other children as playmates. Even genuine play between parent and child does not fill this gap.

* In play he is confronted with many norms and demands that speak from an ordered society, e.g., giving and taking turns as well as respect for the dignity of oneself and others.

* Illusive play does not necessarily represent a favorable level of play if it merely has the character of imitating. Fantasy play, however, testifies to his potential to improvise, (i.e., improvise his existing possessed experiences and to explore further), to distance (also from his own involvement in the immediate physical reality) and apply the more gnostic modes of learning of imagining, fantasizing and remembering.

2.1.6 In his language a pre-school child becoming a school beginner similarly provides evidence of his state of becoming as well as the quantitative and qualitative scope of his possessed experiences.

* With respect to establishing relationships with fellow humans via language it is found that as a preschooler and through the first year of school a child provides commentary on his own movements and activities and expresses his own thoughts about fellow persons without any real interest in their feelings or thoughts.

* In his mastery of language as a symbol system, a child reveals that during about seven years of age he is able to readily think abstractly. This shows a readiness for a more cognitive attunement to and signifying of reality.

* In his verbal utterances during his pre-school years he excludes self-criticism. From this it seems that he has not yet reached a level of becoming on which he can distance himself from his own emotional involvement and take a critical, evaluative attitude. However, with school entry there is a striking turn and he shows in his language a recognition of displeasure with his own efforts.

* His deficient cognitive attitude appears in the “untruths” that he relates without any attempt at rationalizing [defending] them.

* His clumsiness in dealing with interpersonal relationships stems from his awkward attempts to settle differences through using language.

2.2 Conclusions from the findings of chapter III

From a psychopedagogical perspective there is mention of an accelerated becoming during the late pre-school phase and the beginning of the first year of school.

2.2.1 With respect to his bodily-being-in-the-world it is found that extensive physical and neurological growth occurs to such an extent that a child’s biological moment of becoming dominates, that he can explore, emancipate, differentiate, distance and objectify on continually higher levels. Correlated with this, he can now more adequately sense, perceive, think, remember, imagine, fantasize and observe. His possessed experiences increase such that now he carries on a dialogue with his world on a continually higher level. As he experiences his bodiliness he actualizes his personal potentialities.

2.2.2 In his language and play, once again, he provides evidence of an accelerated becoming during this phase.

Experientially there is a decided move away from habitual pathic, and sometimes even senso-pathic ways of lived experiencing, to a more gnostic, controlled pathic signifying and by the end of this phase there even is a breaking through to genuine cognitive moments.

2.2.3 In his normative experiencing of meaning, however, a less dramatic change occurs. Here the course of becoming occurs more evenly and shows no unusual acceleration. A school beginner actually arrives at norm identification in ways similar to a preschooler. The elevation in level and expansion of possessed experiences that gradually occur can be explained by the qualitative increase in the level of emotional and knowing lived experiencing.

With this, the coherencies among the various ways of lived experiencing are corroborated once again.

2.2.4 With respect to actualizing the modes of learning as particularized ways of actualizing becoming, during the course of the progression there is a decided shift in emphasis. Where a preschooler mainly actualizes sensing, perceiving and observing as modes of learning, with a school beginner clear attempts at using the modes of learning of imagining, fantasizing, thinking and remembering are noticeable.

2.2.5 Regarding the forms of actualizing becoming (seen as level of having become), distancing and objectifying gather more momentum to the extent that the gnostic potentialities break through.

2.2.6 In his own attempts to qualitatively order his acquired experiential residues into possessed experiences there can be such an acceleration that a school beginner, from the start to the end of his first year of school, will have become emancipated to a greater degree than at any other time during his late pre-school years.

2.2.7 In this accelerated phase of becoming and learning a pre-school child becoming a school beginner shows himself to be particularly vulnerable in actualizing his psychic life potentialities and he is highly dependent on educative help that confirms his need for a loving understanding of and insight into his particular situation.

2.3 Findings with respect to chapter IV

2.3.1 Findings regarding the primary (home) pedagogical situation of a pre-school child becoming a school beginner:

* As such a child actualizes his psychic life potentialities on an affective, cognitive and normative level, he also directs an appeal from his particular situation to his parents to affectively, cognitively and normatively accompany him in order to make it possible for him to be able to become what he ought to be.

* Each parent in a Western cultural community knows with the birth of his child that this child is going to be compelled to

attend school at the end of his pre-school phase. Whether a child is to be school ready on time is co-influenced by the quality and nature of parental educating in an affective, cognitive and normative way. Continued support in the ways mentioned from within a favorable pedagogical situation makes it possible for a child to actualize his potentialities in such a way that during his seventh year of life, psychopedagogically speaking, he is ready to fruitfully begin his primary school career.

* The parents, as natural educators of their child, in principle, need not possess any specific knowledge of pedagogics as a science. Potentially, a favorable home situation offers a preformed field from which a parent, as a responsible adult, can respond intuitively to the needs of his child regarding his becoming (adult).

* However, the role of a parent in the course of his child's becoming cannot guarantee his successful becoming and learning. This embraces only one pole of this two-fold event. However, through adequate educating a parent can make it *possible* for his child to attain full-fledged adulthood.

* Parental **affective accompaniment** of their pre-school child becoming a school beginner includes the following:

a) Emotional educating is carried primarily by the fundamental pedagogical relationship structures [of trust, understanding and authority] as these are actualized between parent and child.

b) Essences of the adequate provision of affective support are *love* for and *acceptance* of a child as and where he is.

c) From *experienced* love a child can feel secure if a parent brings home to him that he (the adult) stands by him emotionally in trust. The parent must thus provide emotional support in giving meaning and be ready to give support to the child emotionally when he needs it in his situation of need where, because of his attenuated possessed experiences, he cannot create adequate relationships with his world.

d) When a child shows his readiness for emancipation, it is the duty of a parent to support him, also to a gnostic signifying of his experienced affect.

e) In order that a child dare to actualize his affective psychic life potentialities in security, a favorable relationship of authority (that also is a normative matter) is necessary.

f) Help and support in stabilizing a child's emotional life make it possible for him to actualize his cognitive psychic potentialities.

g) Emotional affection towards a pre-school child who is becoming a school child is shown by means of physical care and pampering as well as through play and language.

h) The cognitive and normative support that a parent provides his child also includes an affective side in that the child experiences the loving interest and intervention of his parent.

i) Continual physical nearness of a parent is not of as much value in stabilizing a child's affect as his knowing that he/she will be *available* in time of need.

j) With respect to signifying affect, a parent has an after-care task: supporting and helping with assimilating new possessed experiences (especially those with unpleasant or shocking emotional significance); this is an investment in a future healthy actualization of his psychic life.

* Parental giving support on a **cognitive level** to his pre-school child who is becoming a school-child includes the following:

a) The support-giving task of the parents embraces educating and teaching as a unitary event. There is the mistaken idea by parents that they need to pay attention only to educating and the school (or pre-school) will take care of the teaching. In the school context cognitive accompaniment assumes greater momentum but can never take this task over from the parents.

b) In his task of making his child ready for school a parent must adequately support his child to appropriately attribute meaning cognitively in accordance with his predominantly pathic attunement to reality. A pre-school child becoming a school child must be supported to give meaning cognitively from within an emotionally "warm" encounter. The child cannot yet distance himself and objectify, as forms of becoming, such that he can readily lend himself to abstract reasoning on a cognitive level. Parents must take care to make demands in this regard in accordance with the child's level of becoming.

c) To be able to respond to a child's questions *whenever* he longs for illumination, a parent must be physically available. A young child lives in the *here* and *now* and asks for immediate support whenever reality awakens his wondering.

d) In responding to a child's questions a parent must be careful not to oversimplify and in doing so to show disdain for his potentialities and level of becoming. On the other hand, a child must not be surrendered to unnecessarily complicated concepts. If he cannot attribute meaning from his current possessed experiences, the data can become distorted and "negative" meaning possibly is given to them. Then the qualitative deepening of his possessed experiences is influenced detrimentally.

e) It is a parent's obligation to see to it that a child's physical surroundings are rich enough in content that they direct an appeal to a child to explore it cognitively.

f) During periodic breaking away, in trust, the parents must provide the opportunity for cognitive exploration in order to put their child in a position to be able to actualize his potentialities for becoming and learning.

g) An adequate relationship of authority between parent and child makes it possible for the child to actualize his cognitive potentialities from within a secure learning space.

h) With respect to unlocking reality for their child, in light of their greater possessed experiences, it is their task to select contents that, as far as possible, will protect and shield their child from possible harm.

i) Cognitively educating a pre-school child becoming a school child is not a verbal bombardment of a child with factual data. As a child shows himself to be ready and reveals his need for help in attributing meaning, a parent responds in cognitive ways to his manifested need.

* With respect to the task of **normative** guidance by the parents, the following findings were obtained:

a) The aim of educating by parents is their child's attainment of full-fledged adulthood. This implies that, among other things, they hold a view of life and identify themselves with specific norms. The level of becoming of this child is such that genuine norm identification is not yet possible for him. (Refer to his cognitive and affective levels of becoming as discussed in chapter III). However, a child might not do without this aspect of his educating. That he must obey certain norms is absolutely necessary in order to become from a pre-school child to a school child and later to an adult. Normative educating of a high quality is

extremely important, especially shortly before and during school entry.

b) Normative guidance of a child during the phase under consideration occurs via giving both affective and cognitive support with the emphasis on the affective.

c) The extent to which a pre-school child who is becoming a school child can proceed to norm acceptance is codetermined by his experienced sense of the matter [i.e., the norm].

d) With this child, norm acceptance occurs via personal identification. Only from a favorable pedagogical relationship [of trust, understanding and authority] will he [be inclined to] accept the norms that are presented to him by his educators.

e) Consequently, giving normative support by parents occurs by means of pedagogical agreeing, intervening and exemplifying norms from within a favorable pedagogical relationship.

f) The quality of the normative parental support given is influenced by the degree of consistency of a particular parent and also agreement between parents regarding the demands, authority and discipline they maintain.

g) In terms of content, the norms must have relevance for the specific period of time and culture in which a child finds himself.

h) To the extent that a child's becoming progresses and he is continually emancipated to a higher level of cognitive signifying, a parent must support him to that degree of cognitive signifying of which he is in a position in order to make it possible for him to acquire consolidated, cognitively ordered and systematized possessed experiences. In this way a parent contributes to his child's possessed experiences having a qualitatively higher quality while it increases in scope quantitatively.

i) The degree to which parents intervene with the normative becoming of their children depends on the premium they themselves invest in a normative life.

2.3.2 Findings regarding the secondary (i.e., school) pedagogical situation of a pre-school child becoming a school child:

* When a young child enters pre- or primary-school he has already covered a considerable part of his course of becoming and he has at his disposal possessed experiences of which his teachers cannot immediately determine their scope, content or quality. This confronts his teacher(s) with the task of determining this as quickly as possible.

* The possessed experiences that a child acquires (on an affective, cognitive and normative level) with respect to his first day of school is of cardinal importance for the subsequent actualization of his willing and experiencing of the secondary pedagogical [school] event as a world-for-me.

* Because a young child is so strongly committed to giving meaning to his world pathically and senso-pathically, it is the task of his pre-school leader/teacher to see to it that his physical comforts and needs are tended to in order to create a secure learning space for him.

* A pre-school leader/teacher who wants to support a child emotionally to affective self-actualization should show insight into and understanding of a child's need for physical contact, and will support him to a continually higher level of giving meaning in this respect.

* In planning the timetable, activities and the placement of equipment, a child's physical potentialities must be kept in mind in order to make it possible for the event of schooling to be something affectively "positive" for him that he is stabilized to such an extent that he arrives at giving meaning cognitively. Only then is it possible for him to also realize his normative potentialities.

* Because of his strong pathic attunement and incomplete emancipation from the biological moment, paired with his naturally limited possessed experiences of the pre-school leader/teacher's loving acceptance, corporal punishment has *no* merits in the pre-school or beginning school class.

* Help with acquiring greater physical skills, both in the pre-school and primary school, provides him the opportunity to acquire a better grasp of his lifeworld and is confirmation for him of the idea that he will become [adult].

* A fundamental knowledge of the essence, significance, scope and ways of appearance of child play is necessary for both the pre-school and primary school teacher in order to be able to understand and direct a child's dialogue with his world.

* Related to the more informal nature of the pre-school and the resulting abundance of opportunity for individual encounter between pre-school teacher and pre-school child is the teacher's success in directing and evaluating the status of his becoming school ready.

* In the use of language a pre-school leader/teacher has the opportunity to stabilize a child emotionally and support him in ordering and differentiating his emotional life more. It also is a medium for providing cognitive and normative support.

* Support in acquiring more language enables a child to more adequately realize his own potentialities in affective, cognitive and normative ways.

* The acquisition of a reading readiness level and initial teaching in reading and writing are among the most important tasks a pre-school leader/teacher (respectively) must undertake.

* In order to bring demands into line with a child's potentialities an attempt to penetrate [understand] a child's cognitive potentialities is imperative.

* Cognitive educating in a pre-school has the same informal character as in the parental home. Only when a child shows himself to be ready to maintain a more businesslike attunement to reality can he fruitfully participate in a program or curriculum focused on attaining and mastering specific knowledge in a *cognitive way* during a specific period of time. It is the task of the second-order (i.e., school) leaders to advise the parents in this respect by virtue of their specific pedagogical (i.e., didactic-pedagogical) knowledge.

* It is the task of a pre-school leader to expose a child to richly variegated experiential opportunities in order to enable him to acquire these contents as possessed experiences that the teacher of a child beginning school can assume to be foreknowledge (possessed experiences) in intervening didactically with him.

* In the choice of the form of a lesson, it is the task of a teacher of a child beginning school to make allowance for his level of readiness. The insight to do this can only be acquired through knowledge of and insight into the way a pre-school child who is becoming a school child actualizes his psychic life.

* Support to ordering (also in connection with play material and making willful decisions) already begins in the pre-school but gathers momentum in the beginning class. In doing so a pre-school

leader/teacher enables a child to realize his cognitive potentialities and arrive at systematized and structured possessed experiences.

* Normative support to normative self-actualization occurs in the pre-school as well as primary school by the conversations carried on by the leader and child in terms of content. (In contrast, the content that ought to be broached in the primary school is contained in the curriculum). There also are limitations in time. In the case of a pre-school the leader/teacher has greater possibilities of choice. This is necessarily so because of the lower level of becoming of the children as well as the qualitatively more meager nature of their possessed experiences.

* Normative support to normative self-actualization is extremely important in the pre-school phase. It is the pre-school leader's task to gradually confront a child with those norms and values he is going to use from the first day of school entry. A sound frame of reference (in the form of possessed experiences or knowledge) of what is expected of him in the second-order situation [i.e., the school] makes it possible for the pre-school child to venture into his first school year with an open mind and confidence. The favorable emotional attunement that comes from this provides a preformed field for maximal cognitive signifying and also for attributing additional normative meaning on an increasingly higher level of becoming.

* It is the task of the pre-school leader/teacher to make it possible for a child to be able to be obedient by bringing demands into line with his potentialities. There is the temptation, especially in a primary school and in those preschools that follow cognitive programs from a curriculum, to give preference to demands that fall above the limited potentialities of a school beginner. Especially during the first part of a school year, flexibility in implementing such a planned timetable is necessary.

2.4 Conclusions from the findings of chapter IV

2.4.1 Knowledge of the actualization of childlike potentialities of the psychic life are indispensable for both the pre-school leader and the teacher of beginning pupils to be able to support a child in realizing his personal potentialities.

2.4.2 Specific knowledge about the relevant period during which a pre-school child and school child become is necessary for both a

pre-school leader and a teacher of beginning children in order to align their demands with a child's potentialities.

2.4.3 Accompanying a child becoming a school child in a school situation requires of the pre-school leader, but also the teacher of beginners, the readiness and potentiality to have a close affective bonding with a child as well as the patience and insight to accompany each child as a unique individual until he shows a readiness to be instructed in a group context. This places great demands on the didactic-pedagogical insights and mobility of the teachers of beginners.

2.4.4 Whoever has had the privilege of accompanying a child in his becoming from pre-school child to school child has had a part in one of the greatest adventures of child-being.

3. RECOMMENDATIONS

3.1 Fundamental pedagogical recommendations

3.1.1 During the accelerated becoming from pre-school child to school child, a child shows himself as particularly vulnerable and in need of a safe space for living within which he can realize his personal potentialities in dignified ways.

Because of the complex nature of modern society, for a great number of parents it is not possible to exercise their task of educating adequately. In order to prevent a child from getting off track and restrained in his becoming, the maximal realization of the fundamental pedagogical structures is a precondition.

Owing to their schooling and preparation in pedagogics, the pre-school and primary school personnel have specific scientific knowledge at their disposal and they are in an ideal position to advise the parents about the bottlenecks in their child's course of becoming. Close contact between personnel and parents strongly is recommended.

3.1.2 Early identification of and help to a child distressed in his becoming later can be more drastically intervened with orthopedagogically.

3.1.3 A pre-school leader/teacher must be of help to the parents regarding the particular phrasing of the pedagogical relationship, sequence and aim structures in light of a child's unique potentialities as well as his *particular level of becoming*.

3.1.4 A pre-school leader/teacher must try to express their own exemplification of norms in such a way that they do not unnecessarily confront a child with conflicting norms. Those norms that they present to a child in a second-order [didactic] pedagogical situation must have relevance within the cultural context and period of time of concern.

3.1.5 Parents must take care that the phrasing of norms from the educative situation at home is such that the possessed experiences a child acquires there is useable as a frame of reference for situations outside of the home. This matter is especially important with respect to the first entry into the second-order [didactic] pedagogical situation.

3.1.6 Disciplining a child who is on the verge of entering an entirely new lifeworld from which he must acquire a new lifeworld for himself must be extremely consistent. Discipline must be applied from within a relationship of trust, understanding and authority between educator and child in accordance with the incomplete passage of a pre-school child becoming a school child from the biological moments of educating.

3.1.7 Where a child is involved in an adequate primary [home] educative situation, a pre-school leader/teacher does not have to try to replace the mother as an identification figure but rather [act] in a complementary and augmenting capacity.

3.2 Didactic-pedagogical recommendations

3.2.1 The becoming of a child from pre-school child to school child must be investigated more closely from a didactic-pedagogical perspective. At present pre-school education often limps along on an accountable pedagogically grounded pre-school didactics that testifies to an accountable child [philosophical] anthropology and child-didactic theory. This is a general statement and does not refer

to particular instances. Existing literature and data must be interrogated in this regard and in light of the didactic-pedagogical lesson structure, it must be shown how the learning and becoming potentialities of a pre-school child becoming a school child can be actualized via the reduced contents.

3.2.2 The multitude of pre-school programs must be investigated and interrogated didactic-pedagogically with the aim of determining their right to exist in light of the total course of becoming of a child as a person. Care especially must be taken that these programs are not only viewed as preparatory for the following phase.

3.3 Psychopedagogical recommendations

3.3.1 Psychopedagogically speaking there indeed is an acceleration in becoming from being a pre-school child to a school child. However, this remains a continuous and unitary event. There must be a constant vigil against drawing an artificial separation between a pre-school child and a school child. Affective accompaniment in a pre-school must be coordinated with an increasing cognitive and normative guidance to self-actualization in cognitive and normative ways. In a beginning school class, cognitive demands must be made in light of the possessed experiences a child has acquired as a pre-school child. In accompanying a child, an educator simultaneously must continually reach back [to the past] and forward to the future.

3.3.2 Irrespective of a child's youthfulness he must be given sufficient opportunities to actualize his will in exploring. A relationship of understanding always remains so that this will occur from within an adequate relationship of authority.

3.3.3 In order that a child can bridge his predominantly affective attunement to reality and arrive at a more adequate actualization of the gnostic modes of learning, a teacher must stabilize a child affectively and in unlocking reality must guide him in a cognitive-ordered way.

3.3.4 During this transition phase a child is exposed to changing secondary [school] pedagogical circumstances. However, the home

situation remains constant and as such must provide stability and consistency, also from a psychopedagogical perspective.

3.3.5 Existing findings of developmental and child psychology (e.g., those of Charlotte Buhler, Piaget, Ausubel, etc.) must be reinvestigated and reinterpreted within a psychopedagogical framework with an eye to their usability. However, here one must not fall into applying psychology to educating.

3.4 Recommendations for teacher preparation

3.4.1 All pre-school leaders and teachers of beginners must be fundamentally schooled in the various part disciplines of pedagogics to be able to guide a child to realize his personal potentialities as well as be able to offer the parents expert advice and quickly to identify problems of childlike becoming and eliminate them if possible or refer the child to experts.

3.4.2 Fundamental theoretical knowledge is a precondition but during the preparation of a pre-school leader/teacher it must be supplemented by practical experience with children who are in the phase of becoming under consideration. There is no “typical” child and in order to enrich the possessed experiences of a pre-school leader/teacher regarding how a pre-school child becoming a school child announces himself in life reality, for as long a period as possible they must have the opportunity to be involved in a pedagogical situation with as many such children as possible.

3.4.3 Exposure to practice must occur as early as possible in preparing such leaders/teachers. Then the students can have the opportunity to reconsider their vocational choice, if necessary, before being prepared in the false belief that practice will allow the needed talents and potentialities to rise.

3.4.4 From the above recommendation it seems necessary that student teachers who are going to work with young children be rigorously selected. A precondition is that an aspiring pre-school leader/teacher must have a stable emotional life and have the ability to enter a close affective relationship with a child. The latter can be refined by pedagogical schooling but no preparation,

however adequate, can compensate for a defective pedagogical intuition and a lack of readiness for pedagogical engagement.

3.4.5 In the preparation of pre-school leaders and teachers of beginners particular attention must be given to normatively guiding a child to normative self-actualization. This is a matter that asks for additional research, especially in light of the heterogeneous structure of society that has arisen in South Africa. (In this regard, note the large number of immigrant children who find themselves in pre-school and primary school).

3.4.6 Since a pre-school leader and teacher of beginners, because of their pedagogical knowledge, are in a position to offer parents advice, this aspect should be attended to directly in their preparation.

3.4.7 Preparation of pre-school leaders and teachers of beginners ought to proceed as a unity with specialization in one of the directions toward the end of the course. To be able to accompany/guide a child in his becoming from a pre-school child to a school child, both the leaders and teachers must have practical experience and theoretical knowledge of this entire phase of becoming.

3.5 Recommendations regarding a “transitional class” between pre-school and primary school

The findings culminate in and compel the following recommendation:

In the year they turn 6, all children must participate in a compulsory preparatory transition class. This instruction must be provided by a pre-school to prevent it from losing its initial informal character and degenerating into a watered down beginning school year.

The purpose is that attention be given to:

3.5.1 *Perception programs.* The way this is now implemented in the primary school appears to be inadequate in the case of a child

with failures. In the case of a child who has no need for this, it can awaken problems of the meaning of his own becoming and adequacy as well as the school's activities in general. A child enters a primary school with the expectation that he will acquire these contents as possessed knowledge that for him is a manifestation of his own actualization of his becoming. He wants to learn to read and write and has the expectation that his educators will support him in acquiring the necessary possessed experiences that make possible a firm grasp of reality. If he is required to spend his time practicing skills he already has mastered, it is possible he will signify the learning event as "meaningless-for-me"!

3.5.2 Preparatory instruction in reading, writing and arithmetic.

During the course of the year the children have the opportunity to build up possessed experiences in common with other children. This can serve as foreknowledge in their later more formal instruction. Consequently, when later they enter the primary school, the teachers of these beginners will have a more homogeneous group to deal with and they can assume certain [common] possessed experiences when they intervene didactically.

3.5.3 During the transition year, as they show the readiness, the children are increasingly involved in group activities. This will prevent them, as now is the case, from all of a sudden being plunged into such activities at school entry.

3.5.4 During the transition year the children gradually are exposed to time limits regarding their activities. This will serve to lessen the initial confusion of a school beginner when approximately every half hour he has to change activities.

3.5.5 The provisional evaluation of a child's school readiness is done at the end of the transition period by the pre-school leader who has had at least a year to encounter the child, to penetrate his lifeworld relationships, to explore the content and quality of his experiential world and evaluate his physical potentialities. Thus, the leader is in a position to immediately channelize children who are dependent on special teaching because of possible handicaps instead of them first having to get bogged down in the primary school before their distressful conduct is validated in this respect.

3.5.6 It is possible that some children must stay in such a transition class for more than a year. However, if they are recommended for school entry, the teacher of beginners can be assured that in all probability they are ready for school.

4. CONCLUSION

This study was an attempt to illuminate an adequate event of childlike becoming from pre-school child to school child. First it is shown how a child shows his need for accompaniment, i.e., how he announces himself in his lifeworld. Second it is shown what the task of accompaniment ought to include making it possible for a child to realize the potentialities of his psychic life by way of self-actualizing them.