

## SUMMARY

### FROM PRE-SCHOOL CHILD TO SCHOOL CHILD: A PSYCHOPEDAGOGICAL PERSPECTIVE

By

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In view of the intensified interest of educational practitioners in the education of pre-school children and school beginners, the following question has arisen: How is the transition from being a pre-school child to a school child realized; and more specifically, how does he actualize his psychic life potentialities during this transition?

There is a wealth of empirical data concerning the “growth and development” of the 3- to 7-year old child in the literature on child development. However, absent from most of these studies is any accountable child [philosophical] anthropology and there is a total lack of any accountable psychopedagogical theory. This study is aimed at contributing to filling that gap.

On the one hand, an attempt is made to show how a pre-school-child-in-becoming announces or presents himself in everyday life. Specific attention is given to the ways in which he shows his given personal potentialities in terms of his *becoming* and *learning*. On the other hand, it is shown what the parents and teachers need to do to accompany this child in this particular phase of life so that he can become all that he can and ought to be.

In order to penetrate to the essences of this two-fold problem, a phenomenological approach was used to address the phenomenon itself and describe its essences. In order to illuminate, order and structure the problem, while avoiding unnecessary complexity, only

one psychopedagogical category has been used, i.e., *experiencing*. However, to prevent this from oversimplifying the problem, the mutual relationships and coherencies among experiencing and the other modes of actualizing becoming as well as the modes of learning continually are indicated. The justification of this choice is that to experience implies actualizing all of the potentialities of the psychic life. Thus, there is an attempt to attain an image of the experiential world of a pre-school child becoming a school child resulting from actualizing his psychic life potentialities.

The findings of this study have given rise to recommendations with implications for fundamental pedagogics, didactic pedagogics and psychopedagogics. Recommendations also have been made regarding the preparation of pre-school leaders and teachers of beginning pupils as well as the establishment of a compulsory transitional year between the pre-school and the primary school. It is believed that if these recommendations are implemented, the provision of such support to the children will enable them to make the transition from pre-school to primary school by adequately actualizing his psychic life potentialities.