

CHAPTER VI
LESSON PRACTICE:
A PSYCHOPEDAGOGICAL ORIENTATION

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1. INTRODUCTORY REMARKS ABOUT LESSON PRACTICE

The life of each person is characterized by the fact that in his everyday existence he encounters situations that demand of him that he take his own position. We find ourselves in a world that in its dynamics, movement and change is such that effort is required to meet the demands of the time. Fast change is observed in each area of life; examples, of which there are plenty to be found are the areas of the political, economical, social-societal, cultural and the scientific-technological.

It is in this dynamic world that everyone without exception has the task and responsibility to find a standpoint for himself and to lead a meaningful life.

Immediately the question arises about what the above remarks have to do with the theme of “lesson practice”. The answer is almost obvious since lesson practice, for the purposes of this work, refers to the school as a societal institution to educate and prepare the upcoming generation with the aim of them taking a personal position and standpoint in a modern, complex world.

Although in its origin the school has a second-order educative character and in its essence is an extension of the original educative situation of the home, it inevitably is on each child’s path of becoming adult. The school has the task of carrying on and complementing the educating in the home as well as the responsibility for explaining, unlocking and making visible for a child the complex structures of reality in order to put him in a

· Translation (2020) by George Yonge of: M.C.H. Sonnekus & G.V. Ferreira (1987) **Die psigiese lewe van die kind-in-opvoeding**: ‘n Handleiding in die psigopedagogiek, Pp. 285-350. (Revised Edition). Stellenbosch: University Publishers and Booksellers.

position to step up to them meaningfully. It also is well to understand that noted educationists view the school as a way through and to life (Langeveld) or as that place that forms a bridge between the world of the child and that of the adult (Van der Stoep).

The educative aim of the school is nicely expressed in the words of the noted educationist Waterink, namely, "Whoever teaches educates" or as Van der Stoep says, the practice of educating, as an original given of being human, continually realizes itself in the act of teaching.

2. A TEACHER'S ACCOMPANIMENT OF A CHILD TO EFFECTIVELY ACTUALIZE HIS PSYCHIC LIFE IN A LESSON SITUATION

2.1 The teacher as accompanier

When a teacher accompanies a child in a lesson situation, it must be thoroughly emphasized that his educative and teaching tasks cannot be separated from each other. The lesson situation, as a teaching situation, is purposefully planned and created with the exclusive aim of unlocking particular contents for a child in order to promote and even accelerate educating him to adulthood. By his teaching, which is preceded by thorough planning and preparation, a teacher tries to reach a child in such a way that he not only masters the contents but elevates his level of living. This means that effective teaching aims at effective learning, also called the learning effect.

What does learning effect mean and how can it be realized by teaching? From a didactic-pedagogical point of view, the claim that in his teaching a teacher must obtain harmony between form and contents is important. That is, a teacher has the task of choosing and harmonizing the contents, the forms of teaching (play, discussion, example, assignment, etc.) and the related principles of teaching such that he can best unlock, make evident and explain the contents to a child. Thus, harmony between form and contents is essential for successful teaching. However, from a psychopedagogical point of view it is clear that to really teach effectively, a teacher must strive for harmony between the course of

teaching and the course of learning. Thus, effective teaching must find its crowning in effective learning.

To return to the question of what effective learning is and how it can be attained through teaching, we are going to try to answer it in a two-fold way from a psychopedagogical perspective. Regarding effective learning in a lesson situation, it is clear that this involves a child's answering the appeal of the teaching by learning. Effective learning assumes an adequate actualization of his psychic life potentialities by the child himself in a lesson situation, on the one hand, and the teacher's accompaniment, on the other.

A child's role in this actualization is looked at first. This involves a *aim-directed* and a *willed experiencing* of the learning contents by which this learning material not only becomes *known* but the child himself also discovers and gives meaning to it. Such meaning-invested contents become *possessed experiences*, the *effect* of which is observable in a child's *behaviors*. As far as learning, in particular, is concerned, this implies that the course of learning as this is realized by the different modes of learning (sensing, attending, perceiving and more) also is effectively actualized. Thus, when a child's psychic life is adequately actualized (via experiencing, willing, lived-experiencing, etc.) in a lesson situation, this means that learning also has taken an effective course in terms of the modes of learning. When a child learns, the sense and meaning of the contents is changed to sense and meaning for him, it is integrated into his possessed experiences and eventually is reflected in his behaviors. There is only a real *learning effect* when a child's *behaving* shows evidence that he is more mobile (flexible) in reality, shows greater skillfulness, can better choose and judge, i.e., that he has moved nearer to the aim of educating (adulthood).

However, it is clearly an undeniable and essential fact of his being in a lesson situation that a child's psychic life only can be adequately actualized under the accompaniment of a teacher. This brings us to the second part of our question, namely, how the effective actualization of the psychic life of a child, and with this his learning, can be realized under the accompaniment of a teacher. Before we try to answer this question we will look at the nature and the "how" of accompaniment as such. Then it will be pointed out that a

teacher's accompaniment of a child in a real lesson situation takes place in terms of the course of its phases.

As already mentioned, in psychopedagogics a distinction is made among three modes of accompaniment, namely, affective-, cognitive- and normative-accompaniment. Each of these distinguishable but inseparable modes also can be viewed as an adult's modes of educative teaching.

In and through these modes of accompaniment, a teacher sets for himself the goal to not only teach effectively, but especially to try to insure that a child's psychic life, particularly his learning potentialities, will be adequately actualized. If he succeeds in this he also fulfills the aim of educating since, by learning, a child also becomes different and, thus, his level of living shows a progression in the direction of his adulthood. To better understand each of these modes of accompaniment, we will look briefly at each without omitting their meaningful coherence.

2.2 Affective or emotional accompaniment

As an interpersonal situation, a lesson largely is supported or retarded by the affective or emotional relationship between teacher and child. As the initiator of a teaching event, a teacher is responsible for establishing a warm, intimate and trustworthy lesson climate or class atmosphere. Such a class atmosphere is characterized by the participants experiencing and lived-experiencing feelings of mutual trust, mutual understanding and unconditional regard for each other. A lesson situation within which a teacher, in his affective accompaniment of a child, succeeds in providing a child with trust, shows an understanding of his being a child, and who actualizes his authoritative accompaniment in a sympathetic manner creates a fruitful basis for a child to adequately actualize his psychic life. In particular, this stabilizes a child's emotional (affective) life and he becomes emotionally ready to trustingly throw himself open to an adult's teaching. A child who experiences and lived-experiences this lesson climate as safe feels secure, is relaxed, is at ease and shows the willingness to venture together with the teacher to the contents.

We find examples of a teacher's emotional accompaniment in a friendly "lesson greeting" by which a child feels welcome, in a direct and accessible relationship with a teacher where a child doesn't hesitate to ask questions, in congenial and consistent behaviors that give a child a clear idea of what he can expect, in encouragement and consolation when he achieves or fails, in a friendly and sympathetic smile or a nod, etc.

In contrast, an unsympathetic, unfriendly, unyielding, insulting, supercilious, inconsistent and authoritarian relationship by a teacher can labilize a child affectively, e.g., by promoting feelings of anxiety, tension, uncertainty, aggressiveness, unwillingness, rebelliousness, etc. and in this way thwart and even fail to effectively actualize a child's psychic life. When there is such an atmosphere and such un-pedagogic activities in a lesson situation, the possibility for effective learning is excluded and there can be little elevation in a child's becoming.

2.3 Cognitive or knowing accompaniment

This mode of accompaniment rests on the foundation of a stable emotional accompaniment of a child. When he is adequately accompanied emotionally and his emotional life thus is stabilized, it is possible for a teacher to accompany him on a cognitive or knowing level. It is almost obvious that adequate cognitive accompaniment is not possible without the thorough preparation, planning, reduction, ordering and unlocking of the learning contents. Effective cognitive accompaniment thus implies that a teacher knows what he is going to and wants to do as well as how to reach his teaching and learning aims via his teaching. This also implies that a teacher thoroughly take into account a child's cognitive or knowing life.

This form of accompaniment shows itself, among other ways, in a teacher responsibly reducing contents, explaining, ordering, elucidating and systematizing contents, answering questions, synthesizing in the form of blackboard diagrams, etc. It is primarily directed to actualizing a child's cognitive learning potential. Thus, a

· In this respect see the works of W. A. Landman and G. J. Van der Westhuizen regarding some educative relationships in a didactic-pedagogical situation that are included in the references.

teacher must know a child and have insight into how he actualizes his psychic life on a cognitive level at this stage of life. Thus a teacher's reducing, ordering and explicating basically the same contents will, e.g., differ from grade to grade and from one age group to another since the level on which a child actualizes his cognitive life differs with each. It is a known fact that, as far as his cognitive modes of learning are concerned, for a primary school child they are still preponderantly attuned to a concrete-perceptual level with a progressive movement to the more abstract in the senior primary school phase while a secondary school child moves predominantly on a non-perceptual, abstract cognitive level. In his cognitive accompaniment, a teacher is faced with the task of thoroughly taking these differences into account or of running the risk that his lesson can miscarry.

In this respect, it is important to heed that if a teacher's cognitive accompaniment is not in harmony with a child's cognitive life, the latter is labilized on the affective level, the meaning of the contents remain hidden and the wanted teaching- and learning effects also are delayed. On the other hand, a teacher's effective cognitive accompaniment leads to a child's ordered cognitive life, a greater affective stability is brought about and, therefore, meaningful learning occurs.

2.4 Normative or meaning-giving accompaniment

The aim of a teacher's accompaniment in each lesson situation is to attain the learning effect. That is, he strives to offer the contents such that their sense and meaning will speak to a child. In addition to a teacher unlocking the learning contents in a meaning-revealing way, a child himself also must invest these contents with sense and meaning. The question is how does a teacher accomplish this?

The way this happens is in the way(s) a teacher succeeds in adequately accompanying a child affectively and cognitively. If his accompanying indicates an affective stability and a cognitive ordering of a child, he paves the way for meaningful, effective learning. This means that because of a secure and relaxed lesson climate and an ordered cognitive accompaniment, the affective is stabilized to an extent that a child discovers the sense of the contents on a cognitive level and makes it his own. These contents

that he finds valuable and useful become possessed experiences and bring him closer to the aim of educating.

In this respect, it is meaningful to heed that a teacher's example, his conscientiousness in performing his tasks of teaching, the norms and values he exemplifies and the understanding he shows about the actualization of a child's psychic life are "powerful weapons of educating" in his normative or meaning-giving accompanying. Here there is mention of pedagogic identification which means that a child strives to be and to become like his teacher because of his teacher's personal being and on the basis of his teacher exemplifying particular norms, values, etc. The importance of a teacher's personal being (psychic life) and of the philosophy of life he holds and exemplifies cannot be estimated directly from his teaching and is looked at more closely in Chapters VII and VIII.

By means of a synthesis, it is obvious from a psychopedagogic point of view that the above three modes of accompanying, in their coherences, have special significance in the totality of a lesson event and that the child's effective actualization of his psychic life (i.e., his becoming adult) cannot be imagined without them.

Next we direct our attention to a teacher accompanying a child in the different *lesson phases* or, namely, to that situation in which a lesson takes its *course*. For each of the lesson phases, particular concentration is on a teacher's task in accompanying a child in his particular *period* of his psychic life actualization and what the accompanying involves.

For practical purposes there is a distinction and differentiation regarding accompanying a child in a pre-primary (toddler), a primary school phase (primary school child) and a secondary school phase (secondary school child).

Before proceeding to a discussion of the psychopedagogic modes of accompanying a child in a particular age group in actualizing the course of his learning within particular phases of a lesson (where applicable), brief attention is given to a psychopedagogical illumination of the different lesson phases. Each of these phases are described in terms of already existing didactic-pedagogical findings,

mainly by Van der Stoep and co-workers, after which psychopedagogical questions and illuminations will be raised and discussed. This does not mean that these lesson phases always are necessary in any particular lesson situation in practice, in general, for a particular child within a particular age group, or that they will appear in a particular sequence.

In particular, variations in the course of teaching and of learning (where applicable) are indicated for the primary school child and, to a greater extent, a toddler in a pre-primary school situation.

A general discussion of the phases of a lesson from a psychopedagogic point of view, however, can serve a valuable purpose as an introduction to the problematic in particular learning and lesson situations where such lesson phases later will be applicable.

3. LESSON PHASES: A PSYCHOPEDAGOGICAL PERSPECTIVE

3.1 Actualizing foreknowledge

This phase is mentioned unanimously by didacticians as the first phase of any lesson and such didactic-pedagogical assertions are not repeated here. The aim is to bring forth relevant foreknowledge, as meaningful starting points and basic insights relevant to a “new” lesson. As such, actualizing foreknowledge means making relevant possessed knowledge present with the aim of unlocking new cognitive contents, and from a didactical-pedagogical perspective, this aim is very cognitive.

Viewed from a psychopedagogical perspective, the question immediately arises as to how such relevant knowledge contents can be actualized and, more particularly, what the conditions are for this to happen, seen in terms of the possibility for self-actualization by a child. An additional question is what modes of learning might be actualized during this phase of a lesson?

· Taken from M. C. H. Sonnekus, *The Teacher, the Lesson and the Child* with the permission of the publisher, University Publishers and Booksellers, Stellenbosch, and adapted for use in this publication.

In answer to these questions, first it is indicated that actualizing foreknowledge is an appeal directed to the possessed experiences of a child that have been built on contents invested with meaning. In this connection, it is these sedimentations of experiencing will differ from child to child depending on each child's unique hierarchy of lived-experiencing meaning which, by virtue of his pedagogic situatedness, might even differ from the hierarchy of an adult. The previous and present adult (parent and teacher) accompaniment experienced by a child is of great importance, particularly the affective and cognitive modes of accompaniment that are experienced by a child as ways of being accompanied normatively.

It is clear that as far as the modes of learning are concerned, a child actualizes himself as a total learning initiative and thus as a total learning potentiality, and that the modes of learning must be seen as differentiations of this learning initiative. As far as actualizing foreknowledge is concerned, it is logical to expect that a child will place the relevant knowledge from his possessed experiences in the present by remembering, as a mode of learning; remembering means placing in the present the meaningful lived-experiences of the past (reliving or recalling the past in the present). The adequate self-actualization of such possessed experiences, however, is subject to the self-actualization of the accompanying [i.e., pre-conditions or sustaining] modes of learning, namely, sensing and attending. From a psychopedagogical perspective this means that during actualizing foreknowledge, a teacher must first stabilize a child's *lived-experienced* sensing which would include the already experienced or sensed contents from the past, now re-experienced in the present. Equally important is making his attending possible, as a "lived" willingness to remain with or concentrate on relevant possessed experiences from the past, as well as on the new contents that the teacher wishes to introduce (unlock). The adequate actualization of foreknowledge, therefore, implies an adequate self-actualization of a stable sensing and attending, otherwise the lesson may fail despite careful planning.

Further, it must be kept in mind that during actualizing foreknowledge, all of the other modes of learning remain at a child's disposal. For example, a child can imagine and fantasize, but also perceive and especially think. From a psychopedagogical

perspective, actualizing foreknowledge, as a phase of a lesson, means accompanying a child to a felt willingness to self-actualize all of the modes of learning and to this felt willingness being experienced by a child as a stable sensing.

3.2 Stating and formulating the problem

A familiar didactic-pedagogical pronouncement is that a teacher, in stating the problem, tries to do so in such a way that it becomes a problem for a child himself. Thus, it is stating a question for a child himself. The psychopedagogical question that involuntarily arises here is how such stating the problem, as well as stating a question, is experienced by a child? What are the possible preconditions for a meaningful lived-experiencing of the problem with a view to the self-actualization of the learning initiative by a child in order to solve the problem?

It is stated clearly that, in conjunction with actualizing foreknowledge, depending on the extent of a child's lived-experiencing of pathic-affective stability, in his experiencing, accompanied by his willing and knowing, he will be predisposed to pose the problem as a meaningful question for himself.

The problem posed by a teacher is not necessarily accepted by a child as his own. For the problem to become his own requires stability of the pathic-affective as a precondition, and formulating the problem for himself is accomplished by way of his attending alternating with perceiving. In this regard, there is reference to the didactical-pedagogical claim that should a child come to accept the question and formulation of the problem on the basis of his lived-experiencing his own shortcomings or insufficiencies of knowledge, he will be prepared to do so if he is supported by a stable pathic-affective sensing which can lead to attending. A child who, for whatever reasons, experiences the problem, together with a lived-experiencing of his own insufficiencies of knowledge, as a labile pathic-affective lived experiencing, will not feel prepared to accept the problem, and he can become so blocked pathically that he will not formulate the problem.

The reader should be aware that this anticipated acceptance of a problem by a child means elevating the level of the course of his

learning from a pathic-affectively initiated, pre-cognitive level of sensing, known as an a-conceptual or pre-conceptual level, to a more distanced, problem oriented, conceptual level, known as the conceptual level of learning. For this elevation to occur a child must feel pathic-affectively prepared and, therefore, lived-experience *stability* in his sensing.

Within the context of this discussion of stating and formulating the problem, the concept of a “fruitful moment” is referred to as proposed by Copei as well as Van Dyk (See references): Without going deeply into the matter of a “fruitful moment” and its place in teaching and learning, Copei defines it as “that moment in a teaching event when a learner displays his deepest and liveliest conceptions and creations of meaning (Gestalts) that enable him to arrive at the solution of a problem”; this “moment” should be examined from a psychopedagogical perspective. Is it just a point or moment in time, does it occur repeatedly, or does it, of necessity, have duration? Psychopedagogically, it seems justified to say that a “fruitful moment” refers to stages in the course of a lesson during which a child, because of his lived-experiencing as affective, stable sensing, *feels* himself *ready* to proceed to a more cognitive attitude via attending. Such stages always must be accompanied by a teacher, by which a child proceeds to the self-actualization of formulating the problem, perceiving it and thinking about it. For various reasons, these stages also can be changed by lived-experiencing lability in sensing by which *fluctuations in attending* occur that prevent meaningful concentration.

A few remarks on child *willing* in relation to formulating and inquiring into the problem are deserved. A child’s formulating and inquiring into the problem directed at augmenting his deficiencies in knowing, requires willful effort. Van der Merwe convincingly shows that child lived-experiencing (affective, cognitive and normative) co-defines the *quality* of the strength or power of willing. This means that willing accompanies child experiencing, and experiencing accompanies willing. It is clear that if a teacher wants to accompany a child’s experiencing, willing and knowing to accept the experienced problem and to meaningfully live it as his

· Van der Merwe, C. A. **Die kinderlike wilsverskynsel**, D.Ed. dissertation, U.P., 1974.

own then in his accompanying he must stabilize a child's affective lived-experiencing and order his cognitive lived-experiencing. Only then will a child *want* to engage in problem solving.

As far as anticipating modes of learning is concerned, the important issue confronted is that with formulating and inquiring into the problem by a child, *thinking* can always be actualized as a likely and possible mode of learning. As such, all lessons that come to a child via stating the problem and problem inquiry include the possibility of thinking and all such lessons then are possible "thinking lessons".

3.3 Exposing the new contents

Here the main concern is with exposing the new learning contents by means of a teacher's teaching as well as by a child himself learning and discovering the new contents.

Now, a pupil should feel prepared and open to learn to know and master the new learning contents. From a didactic-pedagogical view, this especially is concerned with representing the essences of the contents with a view to concept formation. This is accomplished by a teacher showing examples and by working together with a child. An example or exemplar serves an important purpose because it reflects the essences of the learning aim. It is strongly advocated that a child link this up with his actualizing foreknowledge and stating the problem by questioning himself.

From a psychopedagogical perspective, the first consideration is whether a child, during this phase of a lesson, still feels ready and still experiences the new contents in such a way that he wants to proceed. This means that the lived-experienced affective stability, as the foundation of this higher (more cognitive) level of learning, must continue to be present. At the same time, the possibility for attending should be intensified to increase the possibility of lived-experiencing *cognitive order*. In this way, a child has the possibility of lived-experiencing insight and, depending on his lived-experience of cognitive order, this insight will (or will not) be *meaningful* to him. To a child lived-experiencing cognitive order means *making-the-insight-his-own* where the lived-experienced insight *congeals* in lived-experience after which it becomes *experienced insight* invested with meaning, and it continues to exist as possessed experiences.

It also is known that didacticians advocate that this lesson phase be the first check up on insight and understanding before presenting additional learning contents. Basically, this is a check on the essences in the exposed contents as disclosed by the teacher's reducing the contents. Psychopedagogically viewed, this inspecting is a checking of the state of the course of the lesson at this stage; that is, it is a check on the harmony achieved between the course of teaching and the course of learning. This checking up on especially should be done by a teacher observing and evaluating but even more so through the entire dialogue and encounter between teacher and child. In particular, this first check concerns the state of a child's lived-experienced affective stability, of his attending and, therefore, of his sensing. A teacher should also ascertain and check on the state of a child's willing and knowing, i.e., on his directed effort or intent as influenced by his stable (labile) affective lived-experiencing and ordered (not ordered) cognitive lived-experiencing. At this stage of the course of the lesson, this checking up on is essentially a check on a child's lived-experienced sense and meaningfulness of the lesson event and, depending on this checking, the further course of the lesson will succeed or fail.

3.4 Actualizing the lesson contents

Didacticians agree with each other that this phase of a lesson mainly involves the pupils' control of insight with respect to the essences of their contents. Thus, here there is a reviewing of essences, summarizing, surveying (getting an overview), outlining (schematizing) and practicing *of* insight and or practicing *to* insight.

When one tries to shed light on this important lesson phase, one thinks of the many contributions from psychology, each of which tries to explain these didactical principles in its own way. Thus, we think, here, of imprinting and reproduction, known as the psychology of memory (Meumann, Ebbinghaus), of the associations or connections based on perceptual images (Herbart), of conditioning in the form of drill work (Pavlov), of trial-and-error (Thorndike), of animal insight (Gestalt psychology), of thinking (Lindworsky, Selz, Kohnstamm, etc.) and of cognitive and non-cognitive activity structures (Van Parreren). The practice of all of

these as well as other psychological theories of learning was and still is that of applying the so-called laws of learning to a child, that leaves little room for an accountable didactic and subject-didactic theory. We must warn against involuntarily, even an unintentional return to the practice of application based on learning theories that do not have their origin in life reality.

A further question is whether psychopedagogics, as elucidated in this work, can shed light on the various didactical-pedagogical pronouncements in order to provide the teacher with a deeper and more thorough justification for his teaching practice. More pertinently stated, the question is what does *reviewing* or *summarizing* mean; what is the basis of schematizing (outlining), of practicing, etc.

In search for answers one must keep in mind that the various didactic principles mentioned all are aimed at accompanying a unique child to self-actualize his learning and becoming within the reality of educating. More specifically, psychopedagogics is more specifically concerned with accompanying the actualization of the psychic life of a child-in-education. Consequently, here there is no mention of reviewing, outlining (schematizing) or practicing with the aim of stimulating certain brain functions. Also, it is not concerned with insight as forming thoughts or exercising neural paths as the basis for forming associations or for building up so many images to serve as connections for thinking.

Psychopedagogics is concerned with actualizing the learning contents and, basically, with a teacher accompanying a child to self-actualization; i.e., it is concerned with assessing the *entire course of learning* as this is actualized by a child under the accompaniment of a teacher. This means that his experiencing, as a movement towards and to the learning contents must be assessed, along with his actualizing his willing and learning, but particularly his lived-experiencing of his willed experiencing. In particular, assessment is necessary regarding the state of a child's stable affective lived-experiencing along with his ordered cognitive lived-experiencing both of which pave the way for his lived-experiencing meaning. Thus, at this stage of a lesson, assessment means evaluating a child's *active taking a position* on a cognitive or conceptual level. In

practice, this means that in that assessing, a teacher will keep the following in mind: the necessity of reviewing the essences of the contents in such a way that they are related to a child's possessed experiences; the reviewing should take into account the continued stabilization of sensing, the continued actualization of attending, and, particularly, the actualization of ordered cognitive lived-experiencing. The question for a teacher and for didactic pedagogics is in what way this reviewing can fulfill these requirements? Further: practicing *of* insight or *to* insight, depending on a child's already mastered insights, should not refer to mere drill, repetition, imprinting of associative bonds, etc., but rather to the accompaniment to self-actualization of ordered, cognitive lived-experiences as meaningful lived-experiences. Schematizing (outlining), system forming and ordering thus are pre-eminent didactical principles that are in the service of the practice *of* and *to* insight.

3.5 Functionalizing

From a didactic-pedagogical perspective, functionalizing implies practicing *of* insight with the aim of transferring it to new situations (Van Hiele). In other words, the concern here is with the formative value of the learning contents with the aim of applying them. Of additional importance is integrating the newly acquired knowledge and insight with already existing knowledge. Finally, applying and transferring knowledge and insight means applying and transferring to life outside of school.

Seen from a psychopedagogical perspective, these didactic-pedagogical views match the perspective of this book: From a psychopedagogic view, functionalizing will be actualized to the extent that the teaching has led to a child self-actualizing his learning potentiality and to *meaning invested possessed experiences*. As repeatedly stated above, this aim can only be attained when a child experiences as meaningful his willed experiencing of the learning contents because only then are the congealed contents, now invested with meaning, flow back into his own possessed experiences. Such meaningful lived-experiences are lived-experienced again to the extent that he lived-experiences his sensing as affectively stable together with the degree of ordered, cognitive lived-experiencing. It is important to realize that

functionalizing, as a lesson phase, will be actualized to the extent that a child succeeds in actualizing it himself under the accompaniment of a teacher.

3.6 Evaluating

The matter of evaluating, also currently known as testing, is well-known in teaching, and no teaching is complete without it. Consequently, a system of tests and examinations belongs to all teaching. At the same time voices are protesting against considering test result to be absolute and against exaggerating the importance of examinations. The desire to excel and the competition among schools to gain the most distinctions (high achievement) on an entrance examination (i.e., university qualifying) is a familiar phenomenon.

The more formal scientific test procedures, including intelligence testing to arrive at an IQ score together with achievement, interest and other tests, have become common. Voices also are protesting these, and a more qualitative evaluation (in contrast to quantitative) of test results is becoming common.

Also common are the changed ways of evaluating in the beginning classes of the primary school in certain Provinces, where observation is used and where a child is evaluated according to a point-scale for a wide spectrum of “qualities”, e.g., personality traits like independence, work-tempo, attention, visual perception, bodily balance, eye-hand coordination, as well as varied language proficiencies, reading and nathemetic abilities, all in contrast to quantitative testing.

It may be asked whether evaluating is necessary or even essential, and secondly, what does it entail when viewed psychopedagogically? The first question is answered in the affirmative and evaluating always will be justified in teaching. Because of the nature of the course of teaching and the course of learning, where achievement is outwardly concerned, the evaluation of this achievement remains a form of evaluation. However, the danger lies in absolutizing the achievement as a reflection of a pupil's *knowledge*, also sufficient *insight*.

Viewed from a psychopedagogical perspective, evaluating is concerned with the extent to which a child has meaningfully lived-experienced his self-actualization of the learning contents. The mark or percentage score on a test is, therefore, a mere symptom or indication of the extent of meaningful lived-experience (i.e., meaningful learning) of the contents and the achievement is a symptom of the quality of meaningful accompaniment by a teacher as this is actualized by a child. This position is justified because teaching and educating cannot be separated and that, consequently, a child is always taught within the sphere of the reality of educating. In addition, evaluating particularly concerns *evaluating* a child's *actualizing his psychic life in education*, thus, actualizing his *learning* and *becoming*. In this light, evaluating is an evaluation of the elevation of levels (of becoming) in a child's entire psychic life. Here it is necessary to mention the psychopedagogical criteria of becoming, namely, exploring, emancipating, distancing, differentiating and objectifying that call for further discussion.

These same criteria can be used as criteria for learning, more specifically in the context of the modes of learning named sensing, attending, perceiving, thinking, imagining and fantasizing and remembering. In other words, this is done by evaluating the *behaviors* of a child, as the outcome of his *learning*, as reflected in his becoming. In regard to the present psychopedagogic perspective, reference is continually made to an elevation from the pathic-initiated, a-conceptual or pre-conceptual level where sensing, as a mode of learning, is actualized on a level of learning that, depending on the lived-experiencing of this sensing as stable or labile, via attending, can be raised to a conceptual level where the cognitive modes, e.g., perceiving, thinking, remembering are actualized.

Where a teacher is continually confronted with evaluating the extent to which a child has *gained insight*, one should be warned of the danger of assessing such insight as the outcome of specific cognitive functions such as thinking and remembering. Viewed psychopedagogically, insight can only refer to meaningfully lived-experienced insight that, in turn, is only possible when a child has attained a level of ordered cognitive lived-experiencing supported by stable affective lived-experiencing. A teacher, in evaluating,

should look for an elevation in level of a child's course of learning that, at the same time, points to an elevation in a teacher's course of teaching, or vice versa, and this will be reflected in the degree of cognitive order displayed by a child on a conceptual level of learning.

Finally, achievement testing is not the only way of evaluating symptoms. Observing, qualitative evaluating, and conversing , among others, are excellent ways of evaluating that deserve closer study.

4. ACCOMPANYING A TODDLER IN A PRE-PRIMARY SCHOOL SITUATION

4.1 Introductory orientation

When considering the issue of accompanying toddlers in a pre-school, first it should be pointed out that there is a wealth of literature that includes statements about this theme.

An investigator interested in this field also must take note of the important pioneering work done by many people in many countries to highlighting the importance of pre-primary educating. In many cases initiative was taken by private institutions and/or persons, as was the case in the Republic of South Africa until about 1969.

Regarding this accompaniment, formerly known as "kindergarten education", pioneers in this field had to make use of untrained staff in many cases because of a shortage of funds as well as because of a shortage in trained persons. Also in this respect, as mentioned earlier, since 1969 there has been an important turnaround in the R.S.A. when state institutions began to take responsibility for training, and, increasingly, for salaries of pre-primary teachers. Gaps, anomalies and related problems are not addressed at this time. The fact is that the *accompaniment* of a toddler in pre-school has been in practice for a long time.

The purpose of this section of the chapter by no means is to provide an overview of different points of view, trends, etc. regarding the *meaning* or *way* of accompaniment. Also, no attempt is made to provide an overview of the large number of statements in the

literature in this regard. The main reason for this is that the *accompaniment* of a toddler essentially is a *didactic-pedagogical* matter and the present chapter deals only with a *psychopedagogical orientation*, which is returned to soon.

For the sake of interest, and also as an introductory question, some major components from a few well-known contributions to “kindergarten education” or nursery school didactics, are only mentioned:

- The importance of play for exploratory learning (Mary Reilly, Vera Roberts, Margaret Tait and Margaret Roberts).
- The significance of language discovery and acquisition for a pre-primary school child (Joan Tough).
- The needs of young children, especially the need for security, love, trust, new experiences, recognition, responsibility (M. Kellmer-Pringle).
- Emphasis on learning as a toddler’s experiencing within a richly linked learning environment, educating and teaching the total child to adulthood, and the place of values within a teacher-child relationship (P. E. Reilly).

In terms of the developmental psychological foundations referred to in the literature, the names of Maria Montessori and Jean Piaget appear in several books. (See the works of Frost, J. L. (ed), G. J. Morrison and Katherine H. Read).

Another recent trend that is strongly evident both in pre-primary education programs and research on pre-school didactics is the so-called emphasis on the *cognitive development* of a toddler as a prelude to school readiness. (See especially Marion Blank’s work and contributions by J. McVicker Hunt, Lawrence Kohlberg and others).

As far as pre-primary education programs are concerned, a single reference is made to the work of Garbers, Faure and Kok, which provides a complete overview of the main programs that originated in most countries of the world. It can only be added that within a variety of existing programs, seen broadly, two systems are found, i.e., an Open Education system in which the freedom of play, movement and choice of activities largely are left to a child, with a teacher as accompanier where necessary, although she also must

plan this program toward a more closed or semi-open system. The following quotation from Morrison provides some essentials of open education: “Open education is an environment marked by limited freedom where children are free from authoritarian adults and *arbitrary* rules ... children are not free to do anything they choose ... children are free to move about the room, interact with materials, carry on conversations, and enter into learning activities based on their interests.”

The important thing, according to Morrison, is that open education is *child-centered education*: “Open education is child-centred [sic] learning, as opposed to learning totally directed by adults.” Without going into it, it can be pointed out that in contemporary Didactical pedagogics, child-centered education is an unacceptable practice, in contrast to *norm-centered education*, i.e., the norms adhered to by the adult. For the sake of completeness, it also should be noted that many pre-primary schools follow a more closed or semi-open program the consideration of which also is not embraced by the purpose of this chapter.

A final introductory note has yet to be made of pre-primary education trends, namely those in the past two decades in various countries of the world, especially in the U.S.A. where there have been experiments with pre-primary education programs such as so-called *compensatory programs*. In short, this means that such programs, on the one hand, are implemented to alleviate existing and anticipated problems of environmentally impaired toddlers, and thus also to prevent future learning problems. (See the contributions of Garbers, J. G.).

4.2 Didactic-pedagogical questions

As stated above, this chapter is not about looking into didactic-pedagogical questions in a pre-primary school, as such. However, with reference to introductory sections of this chapter on lesson practice, as practice in which a particular structure known as a lesson structure (Van der Stoep et al.) is put into practice, several didactic-pedagogical questions gradually arise that preschool didactics has to answer, questions that do not yet have definitive answers in the existing literature. Some of these questions following:

Where there is no mention of a *lesson* or *lesson practice* in a pre-primary school situation and, therefore, no mention of a *lesson structure*, what is the nature of the structure and practice in a pre-primary school? Since this structure, like any reconstituted structure (model) is derived from life reality, perhaps the designation *life structure* is acceptable.

An additional question is what are the components of this structure? Underlying questions perhaps are about the didactic ground forms (Van der Stoep) of play, conversation, example, assignment within particular situations in a pre-primary school. Obviously there are questions about teaching (accompanying) or the forms of unlocking reality, thus the learning content (curriculum) that is relevant. In addition, there are questions about principles of ordering learning materials, teaching methods and the important place of the components “elemental” and “fundamental” in a pre-primary teaching and learning situation.

These and many other questions cannot be thought through and answered without a thorough look at the aim of pre-primary teaching. In contemporary didactic pedagogics, a distinction is made between a *teaching aim* that overarches a *lesson aim* and a *learning aim*. What are the distinguishable aims for pre=primary teaching?

Also, reference is made back to the introductory question in this chapter regarding a *lesson practice* and, in particular, *lesson phases*. What is the situation in a pre-primary school? Traditionally, a *program* is not comparable to a lesson and lesson phases as they occur in primary and secondary schools. The question is what does a didactic-pedagogically accountable program look like in a pre-primary school?

Ultimately it is about the core demand for *effective learning* in a pre-primary school, and in particular *accompaniment* to effective learning, as well as a didactic-pedagogical question. However, to the extent that this falls within a psychopedagogical perspective, this question receives further attention in the next section.

4.3 Accompanying a child to effective learning and becoming as a psychopedagogical question

4.3.1 *Accompanying as a psychopedagogical aim*

4.3.1.1 *Further-lying or ultimate educative and teaching aims*

It is well known that the generally accepted further-lying or ultimate aim of educating and thus also of teaching is proper adulthood, the essences of which Landman and co-workers have repeatedly mentioned to be:

- Meaningfulness of existence
- Self-judging
- Human dignity
- Morally independent choosing and acting
- Norm identification
- Philosophy of life

From a *psychopedagogical* perspective the *adequate actualization of a child's psychic life* to adulthood must be seen as task for a child to become adult.

Currently, this statement should be elevated to a further-lying or ultimate aim for all psychopedagogical accompaniment and, therefore, also for accompanying a *toddler* in a pre-primary school situation, as well as a child in a primary and secondary school. In other words, all teaching is *aimed* at providing adequate psychic life actualization, also within every concrete situation in a pre-primary, primary and secondary school.

The aforementioned ways of psychopedagogical accompaniment (affective, cognitive and normative), is returned to later, also must be equally directed to particular aims of learning and becoming since the adequate actualization of the psychic life is realized via learning (modes of learning) and becoming (modes of becoming).

4.3.1.2 *Nearby- or immediate aims of teaching and accompanying*

Since the three modes of psychopedagogical accompaniment (affective, cognitive and normative) have been discussed in detail

earlier in this chapter, the aims to which they are directed are presented here as being valid for *all children*.

With regard to the particularization of each of these modes of accompanying for a toddler, junior and senior primary, as well as for secondary pupils, and also as a particularization of the aims of learning and becoming, the ensuing sections are devoted to the following:

The nearby or immediate aims to promote adequately actualizing a child's psychic life are:

- Adequate stabilizing of a child actualizing his affective psychic life.
- Adequate ordering of a child actualizing his cognitive psychic life.
- Adequate giving sense and meaning of a child actualizing his normative psychic life.

4.3.1.3 *Specific learning aims*

In contrast to the above outline of the course of learning in a child actualizing his psychic life in terms of the actualization of *modes of learning* (See Chapters III and V), at this stage the question is asked about particular learning aims viewed from a pedagogical perspective. On the one hand, the question is the relevant analogy of the already known didactic-pedagogical pronouncement that a *teaching aim* is made up of a *lesson aim* that, in the case of effective learning, must transition to a *learning aim*.

Secondly, the question is relevant against the background of the above three-fold psychopedagogical distinctions among further-lying or ultimate educative and teaching aims, immediate teaching or accompanying aims, and particular learning aims.

Thirdly, a distinction between particular learning aims follow logically in psychopedagogics, considering the large part played by *learning* and the *course of learning* as ways of actualizing the psychic life.

For the purpose of distinguishing, the learning aims are set in general for all children who are in one or another lesson situation under the accompaniment of a teacher. The particularizations with respect to a toddler, junior or senior primary as well as secondary school child follow below.

The psychopedagogical learning aims for promoting an adequate learning effect are:

- Adequate *affective-initiated* learning readiness by way of the accompanying [as preconditional or sustaining] mode *sensing*.
- Adequate *willful, intensified and sharpened learning intention* by means of the accompanying mode of leaning *attending*.
- Adequate *gnostic-cognitive course of learning* by means of the gnostic modes of learning:
 - *Perceiving*
 - *Thinking*
 - *Imagining and fantasizing*
 - *Remembering*

4.3.1.4 *Specific aims of becoming*

Earlier in this work, extensive attention also was given to *becoming* as a component of actualizing the psychic life of a child on the way to adulthood. (See Chapter IV). Also, the connection between and coherence of learning and becoming are pointed out repeatedly and it is indicated that the one cannot be considered without the other. In particular, their coherence is in the fact that a child's learning is reflected in his becoming, and as a child learns, he becomes. If a child does not learn, he cannot become adequately. This is because a child's learning is realized by the *content* to which he gives sense and meaning. This learned content imbued with meaning coagulates by means of experiential residues and forms a hierarchy of possessed experiences that vary from higher to lower levels in terms of which a child's *becoming* occurs or not.

Now the question arises of possible particular psychopedagogical aims of becoming on which a teacher's accompaniment must be focused. As with the above learning aims, the following aims of becoming first are stated in general for children as applicable to any lesson situation, after which they are particularized for a toddler in

a pre-primary school, for junior and senior primary as well as secondary school pupils.

Specific psychopedagogical aims of becoming are:

- Adequate *exploring*
- Adequate *emancipating*
- Adequate *distancing*
- Adequate *differentiating*
- Adequate *objectifying*

4.3.2 *Accompanying a toddler to effective learning and becoming*

4.3.2.1 *Ultimate and immediate teaching and accompanying aims*

As far as the ultimate teaching and accompanying aims are concerned, i.e., proper adulthood, it suffices to say that pre-primary teaching, just as any other form of educating and teaching, is confronted with the imperative that his intervention with a toddler should be directed to the ultimate aim of proper adulthood.

Seen from a psychopedagogical perspective, the aim similarly is the *actualization of the psychic life* of a toddler, otherwise a toddler cannot become an adequate adult.

More specifically, it must be indicated that *immediate teaching or accompanying aims* should be highlighted for pre-primary teaching.

* **Firstly**, a pre-primary teacher faces the task of providing *pathic-affective accompaniment* to adequately stabilize the affective actualization of the psychic life of a toddler, which will be indicated below, as the first affective basis for all current and future learning. This has to do with creating a feeling of confidence (see P. E. Reilly), safety and security as an emotional readiness of a toddler to actualize his own learning initiative *himself*. Thus, he must be accompanied emotionally to a daring attitude or emotional attunement to *want* to learn. In other words, this is about awakening a given learning intention as possibility.

Such stabilizing will awaken confidence in a toddler to want to know more and this is reflected in his realizing the modes of becoming of exploring, distancing, differentiating and objectifying. In accompanying learning, a pre-primary teacher will stabilize the pathic-affective life of a toddler, and thus at the same time accompany him to adequate becoming via promoting the mentioned modes of becoming. Naturally, the reverse is equally true, where, because of insufficient affective learning accompaniment his affective learning, a toddler's affective life will become labilized with a related inadequate realization of the mentioned modes of becoming; in other words, there will be a relapse in becoming.

Regarding the question of *how* such pathic-affective accompaniment should proceed in order to lead to the adequate stabilization of the affective life of a toddler, first of all the answer is that it should focus on stabilizing *sensing* with its various modalities as pathic-initiators of the toddler's modes of learning, a matter to be returned to shortly. Secondly, it is primarily a *didactic-pedagogical* task, and therefore a task for pre-school didactics to reflect on further, some guidelines of which are presented later.

* **Secondly**, a pre-primary teacher faces the task of adequately accompanying a toddler *gnostic-cognitively* to an adequate *ordering* of the toddler's actualization the gnostic-cognitive actualization of his psychic life. Once again, the question of *how* this must progress is returned to in a later section. At present, it only can be said that such accompaniment should be directed to *ordering*, as far as possible, of the gnostic modes of learning, i.e., *perceiving, thinking, imagining and fantasizing* as well as *remembering* insofar as they are observable in a toddler. In particular, this will involve accompanying a toddler in each of the gnostic modes of learning in their respective modalities to the extent that they are observable.

Furthermore, once again, we must point to the related pre-school didactic task to which pre-school didactics must provide a response.

* **Thirdly**, in conjunction with and arising from the preceding two-fold accompaniment, an additional task of a pre-primary teacher is to *accompany* a toddler to *giving sense and meaning* in the normative actualization of his psychic life. Especially, this includes

two meanings: On the one hand, a toddler's attributing sense and meaning increasingly will be realized to the extent that he experiences and lived experiences the affective accompaniment by a teacher as *stabilizing* for the actualization of his own affective psychic life, and on the other hand, the extent that he experiences and lived experiences the gnostic-cognitive accompaniment by a teacher as *orderly*. Both of these modes of accompaniment, thus, are ways in which a toddler experiences and lived experiences sense and meaning in the actualization of his own psychic life that thus is influenced directly by a teacher.

On the other hand, because he is human, a toddler also is attuned to values and norms and continually gives meaning to the world in which he moves. A teacher as an exemplifier, identification-figure and carrier of values and norms, thus continually accompanies a toddler, and especially *normatively*. Essentially, this is a fundamental pedagogical matter but equally a didactic-pedagogical one on which pre-school didactics must reflect. Among other things this has to do with *norm-centered in contrast to child-centered* teaching, the issues of freedom and authority, discipline, punishment and, in general, *educative teaching* with all that it entails.

4.3.2.2 *Specific learning aims for a pre-primary school*

For the purpose of this discussion, all of the above modes of learning, and therefore also the learning aims, are dealt with as a unity. Where possible and feasible, reference is given to the tasks of accompaniment that especially arise from the differentiated *learning modalities* as they occur with a toddler. Furthermore, lesson phases, as traditionally found in the formal grades of primary and secondary schools are avoided for the purpose of this discussion.

Rather, this has to do with a psychopedagogical view of the course of a toddler's learning as a totality such as where and when learning is actualized. The nature of a pedagogic-didactically accountable program also is not pointed out because this is a matter for pre-school didactics. What is relevant, however, is the psychopedagogical tasks of accompaniment for a pre-primary teacher as formulated here in terms of the *aims of accompaniment*:

First it should be noted that with respect to the two accompanying [as preconditional or sustaining] modes *sensing* and *attending*, the task of adequate *affective accompaniment* by a pre-school teacher perhaps is the most important aspect of this accompaniment. This has to do with affective or emotional accompaniment to stabilizing sensing as a pre-cognitive attunement or an emotional willingness to learn. The creation of an emotional climate or atmosphere of safety and security is primary here.

In this regard, the following modalities of sensing must be recalled (also see Chapter III):

- Sensing is learning initiating
- Sensing is emotionally (pathic-affectively) attuned
- Sensing is pre-cognitive
- Sensing is time-space bound
- Sensing is predominantly subjective in nature.

With these modalities in mind, they now are considered by pre-school didactics and pre-primary teachers in designing and planning programs such that, in and through this largely affective accompaniment at this level of the course of learning, a toddler must be adequately accompanied to self-actualize them.

In other words, it should be emphasized that a toddler's sensing, as the first *learning impressions*, is still largely senso-pathic, i.e., sensory-motor-emotional, and this must be provided for and anticipated in a program design. Secondly, as far as *attending*, with its various modalities is concerned, a teacher's accompaniment includes the task of accompanying him to a *willed, intensified and sharpened learning intention*, provided the above-mentioned precondition of a pathic-affective stability in sensing is met. Elsewhere it has been said that attending means *remaining-with* the learning content, and in Chapter V it is noted that a toddler is capable of longer or shorter periods of attentively concentrating.

The modalities of attending are:

- Attending means a sharpened learning intention.

- Attending accompanies [as precondition/sustaining] all gnostic-cognitive learning.
- Attending is a selective activity.

In short, this means no gnostic-cognitive learning is possible without attending.

Also, a toddler cannot be forced to attend and must be pathic-affectively stabilized for this. Where attending is *selective*, this means that a toddler, via attending, fixates on a particular *slice* of the learning content or reality and thereby perceiving, thinking, imagining and fantasizing as well as remembering are focused directly on a particular learning object in order for them to take their own course.

A pre-primary teacher, thus, will have the task of designing a program in such a way that a toddler will *attend* on the most adequate level, otherwise all further learning will fail. Among others things, the structure of a toddler's environment must be attuned to this.

Thirdly, the question arises of this accompaniment task of a pre-primary teacher regarding the actualization of the *gnostic-cognitive course of learning* by means of actualizing the following gnostic modes of learning: *perceiving, thinking, imagining and fantasizing* as well as *remembering*.

Beforehand, a reader should be aware that these modes of learning and their modalities, and with this the gnostic-cognitive accompaniment by a pre-primary teacher, are mentioned with regard to the currently controversial issue known as "cognitive development" with related cognitive stimulation. This trend has been referred to previously in contemporary Early Childhood Education, which has provoked much discussion on both sides. (See P. E. Reilly's cautions in this regard).

The position held in this book is that, in the first place, learning requires pathic-affective action as stated above in terms of [a teacher's] pathic-affective accompaniment [of a toddler] in the accompanying [sustaining] modes of learning sensing and attending.

Secondly, all learning involves mastering content arising from reality itself and thus is known as life content. Learning content is important for actualizing childlike becoming, as mentioned above, and becoming cannot occur without learning. Thus, learning essentially is cognitive, but all cognitive learning also must always be accompanied [sustained] by pathic-affective stability in a toddler's emotional life. It also should be noted that toddlers (3-6 years) in their baby and suckling years (0-3 years) already are actively involved in learning gnostically. A good example of this is a *suckling's and toddler's questions* that, via language development, participate in a gnostic-cognitive course of learning.

As far as a pre-primary school situation is concerned, of course a toddler is still learning gnostic-cognitively, especially given the various modalities of the gnostic modes of learning. Of course, the question again is how a pre-primary teacher has to design and plan a program in order to allow the course of gnostic learning to proceed adequately; this is a pre-school didactical question that lies in the field of pre-school didactics.

The various gnostic learning modalities in relation the gnostic modes of learning are the following:

- Perceiving is global-identifying
- Perceiving is analyzing
- Perceiving is synthesizing
- Perceiving is ordering

- * Thinking is directed to problem-solving
- * Thinking is ordering
- * Thinking is abstracting
- * Thinking is conceptualizing

- Imagining and fantasizing are reality-exceeding
- Imagining and fantasizing are representing
- Imagining and fantasizing are creative
- * Remembering is making present (recalling [re-presenting])
- * Remembering is integrating

It is obvious that, in a pre-primary situation a toddler is faced with the task of alternately actualizing separately and collectively all of the mentioned gnostic modes of learning, each in their modalities. For this reason it is imperative that a pre-primary teacher focus on the highest course of such gnostic learning and make provision for it in designing a program. Once again, the program with its various components is a task for pre-school didactics.

Briefly, the following remarks are made from a psychopedagogical perspective:

Provided the aforementioned conditions for sensing and attending are met, a toddler is *perceiving* continually and thus identifying globally the reality (content) that must be presented to him. He also is investigating, discovering and exploring in order to *analyze* this global reality and eventually he forms for himself a synthesis as a larger, overall impression. Also on his own level, he is involved in ordering, either in his perceiving or thinking when he faces a problem and when perceiving is transformed into thinking.

Many examples can be mentioned, e.g., matching shapes, measuring, comparing, dealing with quantities, experimenting with space and relationships, etc. When it comes to ordering via thinking and concept forming, this probably occurs on a concrete level, but that a toddler is attuned to this is undeniable.

This important return to gnostic-cognitive accompaniment clearly stems from this, not as deliberate preparation for school entry, but because a toddler asks *questions* with the aim of himself *learning* in a cognitive way and actualizing his own becoming.

Imagining and *fantasizing*, as gnostic modes of learning with definite pathic-affective moments embedded in them, take an important place in the course of a toddler's learning. (See Chapter V). Since they are reality transcending, they provide for the important need of a toddler to "imagine" reality. Opportunities for this are legion in preschool play, storytelling, fantasy corners, preschool books, unstructured material, etc. But they also are creative and representative and, as such, they provide important opportunities for learning. These also are ways in which a toddler

expresses his emotional life. We believe these two modes of learning probably take their course most easily in a toddler's world since they are attuned particularly to an informal free play situation. However, a teacher must realize their value and, where necessary, deliberately plan for them.

Remembering, as previously mentioned, has a less important place in the course of a toddler's learning, viewed as formal gnostic modes of learning. However, as a mode of learning that supports a toddler's possessed experiences and, in particular, as an integration of all meaningful impressions, it is extremely important. Also, this integrating is pathic-affectively colored and can be stabile or labile while gnostic impressions can be ordered. Remembering thus points to making present the first as well as meaning laden contents is a toddler's world present, and the important task of accompanying to gnostic-cognitive ordered is obvious. Thus, remembering represents the outcome or sediment of a pre-school's entire accompaniment and this underlines the pre-school didactics mentioned earlier.

4.3.2.3 *Particular aims of becoming for a pre-primary school*

In a brief discussion of the particular aims of becoming, i.e., exploring, emancipating, distancing, differentiating and objectifying, it must be recalled that these aims refer to actualizing the various modes of a child's becoming. Thus, here the concern is with a child's own part in actualizing his becoming under the accompaniment of an adult.

Secondly, it is emphasized again that such actualization only will occur provided a child learns. Thus, in accompanying, a pre-primary teacher faces the task of promoting possible becoming in the ways mentioned. Hence, it is imperative that a teacher understands what becoming means and how a toddler realizes it via the ways mentioned. This also hides the furtherlying or ultimate educative and teaching aim, i.e., *proper adulthood*, viewed psychopedagogically, the *adequate actualization of a toddler's psychic life*. (In particular, see Chapter IV).

The various ways of a toddler becoming have been discussed fully in Chapter V. Here attention is given only to the fact that a pre-

primary teacher must deliberately accompany the course of actualizing these modes of becoming as a totality and indeed through accompanying the course of learning by way of the modes of learning. In short, the first task faced is that a toddler must be accompanied in actualizing his learning on several levels (sensopathic, pathic, affective, senso-gnostic, gnostic, cognitive and also normative) in order to actualize his modes of becoming.

The overarching aim should be to accompany a toddler to *exploring*, i.e., exploring and investigating the world, etc.; further to *emancipating*, i.e. to learn to become someone himself or independent; also this involves *distancing* or opportunities for affective detachment from his parents, teacher, etc. so as to take one's own standpoint; to *differentiating*, via opportunities for distinguishing, comparing, etc. Lastly this involves *objectifying*, i.e., detaching, as far as possible, even from himself and developing a realistic disposition in life.

It is believed that a pre-primary school is ideally suited for promoting these ways of becoming and also the degree to which this happens. However, it is important to note that this is closely linked to *learning*, and thus to the *modes of learning* (sensing, attending, perceiving, thinking, imagining and fantasizing as well as remembering) and thus by means of content. *Accompanying* to actualizing becoming thus is a preschool didactic task that requires careful didactical reflection. Furthermore, this involves psychopedagogical accompaniment (pathic-affective, gnostic, cognitive, normative-meaning giving) and in terms of the already stated *nearby* or *immediate* aims of becoming, i.e., affective accompaniment to adequately an affectively *stabilizing* of the psychic life and cognitive accompaniment to an adequately *ordered* actualization of the psychic life.

4.3.3. *Some preliminary practice-directed preschool didactical guidelines**

In the preceding sections on the issues of accompanying a preschool child to effective learning and becoming, with special

*With acknowledgment to P. E. Reilly, University of Pretoria.

reference to psychopedagogical aims, reference continually is made to the preschool didactical tasks emerging from them.

The intention was not to dictate prescriptions to preschool didactics about how its programs should look, but to pose *questions* to this didactics. It is obvious that a wealth of preschool didactical research can result from this, and from actual toddler pedagogical problems.

The following paragraphs (with acknowledgment to P. E. Reilly) provide some preliminary, broad guidelines for the course of future preschool didactical reflection and research, taking into account the previously noted psychopedagogical aims.

Accompanying a toddler falls into two distinct but related *life structures* that occur in a pre-primary school:

* ***Accompanying child-initiated activities in the context of a pre-planned environment:*** This is especially means free play activities for which a teacher indeed plans the play milieu, but to which a child learns and becomes on his own initiative. Here the didactical ground forms (see the works of Van der Stoep and others) in such activities are *play* and *conversation*.

In the foreground are the accompanying [sustaining] modes of learning *sensing* and *attending*, which are strongly pathical, but which at the same time lead to a sharpened intention to learn. In addition, there is ample opportunity for *perceiving*, seen in the course of its various modalities, which can transition into *thinking*, with the result of acquiring possessed experiences and thus the actualization of remembering. *Fantasizing* and *imagining* also take an alternating place.

With respect to deliberate accompanying by a teacher during the course of learning, seen as child-initiated activity within the context of a planned environment, Reilly (also see bibliography) believes that a teacher in teaching is attuned to a *fruitful moment*. She understands this moment as "a moment when a child himself seeks

meaning and therefore is extremely ready to open himself to the unlocking of reality.”

In this regard, one also recalls the position of Copei and also Van Dyk (See bibliography) who describe a fruitful moment as “the time in a teaching event when a learning person exhibits the deepest and most vivid assimilation and elevation of meaning (forms) that enable him to come to a solution of a problem.” The author believes that this “moment” indicates a stage in a course of learning during which he feels his own lived experience to be *pathically stable* and thus feels *ready* and *prepared* to proceed to learning gnostically, and indeed via *attending*.

Thus, it is important that during these child-initiated learning activities, there are two forms of accompaniment by a teacher: On the one hand, she plans the environment, and on the other, she can deliberately intervene by guiding when a fruitful moment occurs. In addition, Reilly believes that in terms of the *fases* during the course of learning and teaching, there is *actualizing prior knowledge* and *formulating a problem* aimed at problem solving, possible *presentation of new content* during the fruitful moment, the possible *actualization of learning content* through the active statement of the problem by a toddler himself and inconspicuous *evaluation* and *checking on* by a teacher.

Again, it is emphasized that the above preliminary practical guidelines mean for further consideration and reflection by preschool didacticians and that no final statements are made here. Equally as much, these *child-initiated activities* provide a structure within which becoming is actualized and didactic tasks that spring from this.

*** Secondly, accompanying a toddler also is done with respect to *adult-initiated activity* (Reilly). Examples are group learning situations where music, developmental games and storytelling occur.**

All didactical ground forms (play, conversation, example, assignment), with emphasis on conversation, can occur during the course of teaching and learning. Clearly, this is a subject for

additional research by preschool didactics and a few comments are sufficient for the purpose of this writing:

- Seen preschool didactically, here there is an educative [“lesson”] aim that is made up of a teaching aim and a learning aim.
- Phases in the course of teaching and learning are more explicit than in child-initiated learning activities. However, the nature of this needs to be examined further.
- All modes of learning, each seen in its various modalities, occurs in alternation.
- All of the psychopedagogical forms of accompaniment (pathic, gnostic, normative) are present.

4.3.4 *Perspective*

The foregoing are preliminary preschool didactical guidelines with a view to stimulating further research and mainly from a preschool didactical perspective are aimed at a toddler *teaching situation* with effective learning in view. Several questions arise, some of which are touched upon indirectly. One of these issues that calls for in-depth investigation is the *curriculum* with its didactic-pedagogical foundations, coupled with the issues of unlocking these contents and, in particular, their organization, as a preamble to gnostic-cognitive accompaniment.

On the other hand, it is believed that, from a psychopedagogical perspective, an attempt has been made to organize certain psychopedagogical *aims of accompaniment*. However, further reflection and research into realizing the practical application of these purposive aims are needed. In addition, it is believed that the actualization of the psychic life of a toddler, as reflected in the course of the modalities of his learning and becoming, will offer important for preschool didactical research.

5. ACCOMPANYING A JUNIOR PRIMARY CHILD IN A PRIMARY SCHOOL

5.1 *Introductory orientation*

Beginning teaching in a primary school surely can be described as the most important period in the course of compulsory education [schooling].

The most important reason for this is that in these first three years (Grade I or Subject A to Standard I) a foundation is laid for all further formal education. Learning difficulties already originate in the beginning years of a primary school. The reasons for this cannot be considered and do not fall within the scope of this book.

Accompanying a junior primary child (also see Chapter V) is a matter about which many pronouncements have been made, but as far as a didactic-pedagogically founded primary school didactics is concerned, there still is plenty of room for research. In this regard, particular attention must be paid to the variations that occur and the leaps that a junior primary child must already make within the first three of his initial years of school. Thus, e.g., junior primary didactics is uniquely directed to school beginners (Grade I and Subject B) compared to Grade II and Subject B and in comparison with Standard I.

Some of the most well-known problems that have been written about are beginning reading and mathematics, each viewed in the context of various methods, beginning writing and everything related to it, and environmental studies, particularly regarding content and composition.

In recent times, in the primary schools of the Transvaal Department of Education, it has been the practice to offer a preparation program (see the work of M. C. Grove in the bibliography for an example) in the first few weeks of the Grade I-year. This program is geared to school readiness, is informal and essentially a perceptual developmental program aimed at, among other things, aimed at or preparing a child's visual-, auditory-, touch-, smell- and taste-perception. This practice is not to offer the program in isolation from the remainder of the day's program, but to integrate it into all other activities as far as possible, e.g., beginning mathematics, environmental studies, etc.

Without considering this program in depth, it is possible to ask what its didactic-pedagogical aims are, how the program can be presented didactically, on what didactical grounds is its content compiled, how is it attuned to a school beginner actualizing his learning effectively, whether its evaluation meets didactic-pedagogical demands, etc. The fact that the program contains valuable components cannot be denied, but nevertheless many questions are raised that need further consideration. Thus, e.g., in further questions about a school beginner's actualization of learning, reference is made to the learning modalities that arise in this program that are related to particular modes of learning, matters about which not much has yet been said. As such, the program is a step forward but needs to be examined more closely by didacticians in beginning education. It is mentioned that in the other provinces in the R.S.A. this and similar problems are not in use. According to information obtained from these provinces, the entire matter of perception is integrated into ordinary beginning teaching. A question also is why this difference in dealing with the matter, a fact that also indicates differing opinions in different provinces. Differences also exist in other areas and are permissible. Yet this does not take away from the fact that there is room for investigation and research into a uniform primary didactics for a school beginner.

Regarding the question of the role played by pre-school education in preparing for primary education, for school beginners who had been in pre-school, compared to those who were not, is not considered here because it falls outside of the scope of this book. It cannot be denied that a problem for school beginner didactics lies hidden in the primary school.

Another question not addressed is that of the continuity or linking up of pre-primary with primary school teaching as well as the state of learning readiness of a school beginner, particularly in the context of presenting a school readiness program to school beginners, or not.

In the next section, following the procedure used in the case of the pre-primary school, a brief look into problems of the *psychopedagogical accompaniment* of a junior primary child in a primary school are discussed:

5.2 Accompanying a junior primary child to effective learning and becoming

At the outset it is mentioned that, in this section, the procedure used in a penetrative viewing of psychopedagogical accompaniment of a junior primary child is the same as was used with a toddler. For this purpose, the various aims of psychopedagogical accompaniment, as such, are not repeated, but in each case, only to take into account their direct relationship to a junior primary child himself. Further, with a view to eliminating unnecessary repetitions, comparisons sometimes will be made. The various aims of accompaniment with respect to particular modalities of learning and becoming are mentioned repeatedly, when applicable, but only with the aim of explicating them in particular, concrete situations,

5.2.1 Further-lying and nearby teaching and accompanying aims for a junior primary child

5.2.1.1 Further-lying or ultimate aims of psychopedagogical accompaniment for a junior primary school child are, as for accompanying all children, is a child's adequate actualization of his psychic life.

5.2.1.2 The nearby or immediate aims of teaching or accompanying a junior primary school child are:

- Pathic-affectively accompanying a junior primary child to adequately stabilize in actualization his psychic life affectively.
- Gnostic-cognitively accompanying a junior primary child to adequately order in actualizing his psychic life cognitively.
- Normatively accompanying a junior primary child to adequately attribute sense and meaning in actualizing his psychic life normatively.

5.2.2 Particular learning aims for a junior primary child

5.2.2.1 *Adequate sensing and attending as learning aims:* For the purpose of this discussion as well as an understanding by students,

the learning modalities of sensing and attending, as [sustaining] modes of learning are mentioned:

* *Learning modalities of sensing:*

- Sensing is learning initiating
- Sensing accompanies [sustains] all learning
- Sensing is emotionally (pathic-affectively) attuned
- Sensing is pre-cognitive
- Sensing is time-space bound
- Sensing is primarily subjective

* *Learning modalities of attending:*

- Attending is a selective activity
- Attending means a sharpened intention to learn

With reference to the discussion of the course of learning of a junior primary child in Chapter V, it is pointed out that this child mainly learns *pathic-gnostically*, i.e., primarily he is attuned to his learning emotionally. The younger a child is, e.g., Grade I or Subject A, the more he relies on his emotional readiness to want to learn.

Accompanying him to stabilize his *sensing*, as a pathically initiated mode of learning, remains a primary task for a teacher. Related to this, the actualization of a child's attending is imperative because it signifies the beginning of all future gnostic learning. Once again, the reader's attention is directed to the two important modalities of attending, i.e., *selectivity* and a *sharpened intention to learn*.

Viewed gnostically, perhaps this is the first and most important task of a teacher, i.e., accompanying a child to attending with a view to adequately selecting a portion of the learning content on which his sharpened intention to learn will increasingly be focused.

Mussen, Conger and Kagan, also referred to in Chapter V, interpret this *selectivity* of attending as *delimiting content* with a view to understanding it better. Examples of didactic assignments of beginning learners directly connected with this are all *listening episodes* to which a school beginner must attend; e.g., storytelling, environmental study, learning to read, learning arithmetic and religious instruction.

Concerning the preparation program (Grove, M. C.) referred to earlier, with respect to the stabilization of *sensing*, reference is made to the aim of the program to using all of the senses, i.e., hearing, seeing, touch or feeling, smell and taste. In terms of sensing, as a pathically initiated “first seeing” (Straus), and thus mode of learning, especially emphasized is the time-space bound nature of the senses and thus all facets of the preparation program are for “exercising” all of the senses in the service of stabilizing sensing. Thus, psychopedagogically viewed, it is not about exercising the various sense, but about stabilizing sensing as a pre-cognitive mode of learning that, in turn, lays the foundation for attending as a sharpened intention to learn for which gnostic content must be selected with gnostic learning in view.

What has been said here also applies to the commonly known *observational teaching* where all of the senses of a junior primary child are used. The well-know motivation for this is that according to the psychology of thinking (Lindworsky, Selz, Kohnstamm, et al. – also see Chapter I), the concrete-observable provides the “furnishings” for later abstract thinking. Viewed psychopedagogically, in the context of what was said above, observational teaching is, with respect to sensing as a mode of learning, uses and exercises all of the senses of a child which also serves to stabilize sensing as a pathically initiated way of learning.

With regard to *attending*, reference is made to a perceptual preparation program, in particular to the connections among all forms of perception, and in particular *exercising* the visual and auditory, as well as *focused attending*.

For example, it is well known that the younger a child, the more his attending tends to fluctuate and the shorter is his *attention span* (also see Chapter V). In particular, exercising visual and auditory perception thus is related directly to the promotion of attending, as a mode of learning, and specifically to promoting its modalities of selectivity and a sharpened intention to learn. The same is true of providing concrete-observational teaching seen in broad terms.

5.2.2.2 Adequate course of gnostic learning as a learning aim

The various relevant learning modalities for the gnostic modes of learning are the following:

- Perceiving is global identifying
- Perceiving is analyzing
- Perceiving is synthesizing
- Perceiving is ordering
- Thinking is directed to problem solving
- Thinking is ordering
- Thinking is abstracting
- Thinking is contemplating [conceptualizing]
- Imagining and fantasizing are reality-exceeding
- Imagining and fantasizing are representative
- Imagining and fantasizing are creative
- Remembering is making present (re-calling)
- Remembering is integrating

In Chapter V, an important learning tendency that emerges in the last year of the junior primary period (Standard I) i.e., an increasing interest in *reality* and in differentiating it from fairytales and magic, was highlighted. This interest acquires its force in the senior primary period and continues in the secondary period.

The reason is that a penetrating look into the gnostic learning modalities immediately makes the interested reader realize that these modalities, in particular, are attuned to unlocking the learning content as a slice of reality, although they also serve a child in his increasing distinction and differentiation of *reality* and unreality. (Compare here the important place that child questions take in a junior primary period). Secondly, from a penetrating look into these modalities in relation to one another, i.e., as a unitary course, it is strongly emphasized that they provide the foundation for the entirety of junior primary teaching and thus of didactics for teachers of beginning learners. Examples are: learning to read, learning to play games and, in general, language teaching, learning arithmetic and thus elementary mathematics, environmental study as unlocking the environment in a broad sense, etc.

It is so that, in his observing reality, a junior primary child increasingly does this by globally-identifying, analyzing,

synthesizing it for himself and thus ordering it, and eventually, via abstracting, he forms a concept of it, and with the opportunity to remember, irrespective of the possessed experiences he has constructs for himself via attributing sense and meaning to it. A comprehensive task for primary school didactics is to take into account this course of gnostic learning when reflecting on all facets of accompanying a child.

As for the aforementioned, preparatory program for school beginners (Grove, M. C.), also includes moments of gnostic learning modalities that serve the gnostic course of learning, particularly all aspects of visual and auditory perception.

A few remarks are made regarding the introductory discussion in this chapter of the question of *effective learning*, seen more particularly in terms of the *lesson phases*: Firstly, the older a child is in this pre-primary stage, possibly the lesson phases will have a more defined pattern. However, this also is a didactic-pedagogical matter that calls for further investigation, especially in the beginning year of this period. Secondly, it is obvious that the lesson phases will occur even in the beginning year, although they will be less rigid, i.e., will not necessarily occur in a particular “lesson”, as such, as an ordered course. Especially in the beginning years, a “lesson” is likely to have a much more relative meaning in comparison to both a senior primary period and the secondary school years where, in both cases, this has to do with teaching subject matter. However, in the future, didactical research will have to provide more conclusive answers that must be thought through further by psychopedagogics. Given the purpose of this discussion, this matter will be left for the time being.

5.2.3 Specific aims of becoming for a junior primary school child

As was done before when discussing these aims for a pre-primary school, reference is made to Chapter V where the different modes of becoming, i.e., exploring, emancipating, distancing, differentiating and objectifying, were discussed fully, also with respect to a junior primary child.

In terms of specific psychopedagogical aims of becoming, it is sufficient to indicate that as tasks for teachers in the different junior primary standards [grades], in realizing the various learning aims, simultaneously they are accompanying a junior primary child's becoming. However, it is necessary to add that in this accompaniment of learning in terms of their various modes with their respective modalities, a teacher also is accompanying his becoming, by providing the opportunity for:

adequate exploring,
adequate emancipating,
adequate distancing,
adequate differentiating and
adequate objectifying.

This accompaniment of becoming must be level-elevating and especially differentiated from standard to standard in terms of pathic-affective, gnostic-cognitive and normative accompaniment. Thus, increasing [higher] levels of emotional, knowing and normative accompaniment are essential.

In particular, in the junior primary period, this will involve providing safety and security (pathic) but equally distancing (affective) in order to provide concrete-observable perceiving, but at the same time accompanying to increasingly abstracting.

Thus, actualizing the psychic life of a junior primary child, as a totality, is to accompany him to increasingly become adult.

6. ACCOMPANYING A SENIOR PRIMARY CHILD IN A PRIMARY SCHOOL

6.1 Introductory orientation

For this introduction, a few remarks are made in order to inform the reader of the approach used in the following discussion: firstly, in primary school, in many respects the senior primary period is one of transition from the earlier periods of childhood to the secondary school period of puberty and adolescence. This transition period is characterized in several respects.

This clearly is a period of increasing gnosticizing [cognitizing], i.e., there is, concerning the modes of both learning and becoming, a transition of both from strongly pathically initiated gnostic ways of learning to gnostic-pathic ways of learning and becoming. This means that these pupils are attuned particularly to gnostic facts as found in reality. Their critical attitude and search for cause and effect are evidence of this. Secondly, this tendency for distancing and detaching from the pathic for successful adequate gnostic learning and becoming through the pathic stability of his emotional life and via sensing and attending as accompanying modes of learning, otherwise a pupil will not feel able to proceed to gnosticizing. For the state of the various modes of learning and becoming, the reader is referred back to Chapter V.

6.2 Aims of psychopedagogical accompaniment for a senior primary child

For the purpose of this brief discussion, the previously mentioned aims of accompanying (see section above on accompanying a junior primary child) are not repeated. The aims here are consistently the same as with a junior primary child, but the accompaniment has a different accent and is attuned more to accompanying to the actualization of gnostic learning and becoming, while taking into account the required underlying pathic stability. As such, gnostic accompaniment to an increasingly *ordered* actualization of gnostic learning and becoming has a primary place. During this period, a pupil must be accompanied to prepare to make the gnostic-cognitive leap to a secondary school. For this reason, beginning with Standard 3 [fifth grade] subject matter teaching also has an important role.

Regarding the aims of accompanying and becoming, provided the pupils have been pathically stabilized in the junior primary period, a teacher must be attuned to focusing his accompaniment largely on the gnostic modes of learning, within the context of the course of their various modalities.

In general, a child's sensing and attending will be actualized more easily under normal circumstances. The gnostic modes of learning *perceiving, thinking* and *remembering* now must be given greater

attention on the teacher's accompaniment must be focused largely on them.

Also, the *emotional* or affective accompaniment continually plays an important role, but also should progress on a more distanced level. Similarly, a pupil's becoming also will show a more distancing, differentiating and objectifying affective course of becoming.

6.3 Lesson phases in a senior primary lesson situation

It should be noted that lesson phases discussed earlier in this chapter show a stronger pattern-like course during this period, compared to a junior primary group. However, there are still important differences in comparison with a secondary school where subject matter teaching, the tempo of the teaching, the number of periods and subjects, etc. differ significantly from the primary school.

For an orientation about lesson phases, the reader first is referred to Section 3 above, where a complete psychopedagogical view of the significance, meaning and possible course of the modes of learning are presented. The particular differentiation in the accompaniment of particular modes of learning for the senior primaries are largely in the increase in the cognitive accompaniment of the gnostic modes of learning while taking into account the level or degree of pathic stability the pupils have attained or have yet to do so. Since this is a *transitional period* from the junior standards (grades) of a primary school to a secondary school, there is plenty of room for experimenting and the course of the lesson phases still must show a great deal of flexibility.

The following section dealing with a secondary school child provides a more explicit illustration of psychopedagogical accompaniment directed to the modes of learning and their modalities within the lesson phases with a view to effective learning. Future didactic-pedagogical research may throw important light on the particular nature of the lesson phases in their coherence with the modes of learning and their accompaniment for a senior primary child.

7. ACCOMPANYING A SECONDARY SCHOOL CHILD IN A LESSON SITUATION (DURING THE COURSE OF A LESSON)

In Chapter V, a distinction is made between junior and senior school children within a secondary school period. Although the actualization of the psychic life of children in this age group, especially taking those in puberty into account, show "differences" in actualizing their learning and becoming, for practical purposes, they are not differentiated here. Thus, the two groups are treated as a unity with respect to their accompaniment in a lesson situation.

In the further discussion of the psychopedagogical accompaniment of a secondary child in a lesson situation as in the case of a senior primary child, the different *psychopedagogical accompaniment aims* are not repeated and the reader is referred to section 4.3 regarding them. However, these aims are the same for a secondary child but the course of the accompaniment is much more of a *totality*. On the other hand, particular attention is given to the specific psychopedagogical accompaniment of the modes of learning with their modalities as viewed within the various phases of a lesson.

Another reason these aims have not been mentioned explicitly and, on the other hand, why the lesson phases with the modes of learning and their modalities receive prominence is because a secondary school situation is, to a greater extent, an explicit subject didactical situation. In this regard, the need for subject didactical research in connection with the modes and modalities of learning is of great importance.

Next, we view the various lesson phases psychopedagogically.

7.1 *Actualizing foreknowledge*

As mentioned before, actualizing prior knowledge is the first phase of a lesson. A closer look at the name of this lesson phase implies that a teacher, based on his planning, preparation and knowledge of a secondary pupil during this beginning phase will make a "diagnosis" of the knowledge that a pupil already possesses. His aim is to determine what of a pupil's *possessed experiences* are *relevant* to the new content he wants to teach. It is obvious that, to attain this aim, active participation is required. Thus, the *course of learning* already begins during this phase since a teacher, via his

accompaniment, already is making an appeal to childlike *sensing* that, as a stable sensing, makes him ready to attend, along with think, remember and more. Hence, on the basis of a teacher's purposeful questions, a pupil has the task of recalling and formulating relevant knowledge, skills and insights to which he has attributed sense and meaning in the past and thus is possessed experiences. Stated simply, a secondary pupil must *know*, *remember* and verbalize past experience that is meaningful to him. Relevant knowledge, as possessed experiences, is purposefully *placed in the present* [recalled] by verbalizing it, on the one hand, as an answer to a question and, on the other hand, as a manifestation of what he "knows" about a topic. Although at this stage we know that the psychic life of a secondary school child is actualized at a higher level because of affective stability, cognitive order and normativity, nevertheless it is important to note that a teacher's accompaniment of a pupil during this phase (also all of the other lesson phases) is critical. Therefore, conversation usually is a prominent ground form during this lesson phase and thus, as far as its *affectively laden* nature is concerned, should be such that it *affectively stabilizes* a child and makes him willing to participate. Thus, a child must have the boldness to answer questions and formulate them for himself without fear of repetition. On the other hand, a teacher's questions must be appropriate, clear and purposeful in order to enable a secondary child to answer them in a cognitively ordered way (by thinking, remembering, etc.).

According to Van Dyk, a teacher's teaching aim is to detect certain gaps in or incompleteness of a pupil's knowledge or possessed experiences. The reason for this is to make the pupils aware of them and determine their entry level (Van Dyk). From a psychopedagogical point of view, first this means that a child begins to feel the gaps in his knowing and possessed experiences and this initiates a fruitful cognitive intention to learn in order to bridge his not knowing or incomplete knowledge. However, if his possessed experiences are assessed too highly, this also can contribute to a lesson failing, since his *cognitive accompaniment* is not in harmony with his cognitive level (knowledge, skills, insights, etc.) and therefore they are senseless and meaningless to a child.

It is clear that during this initial phase of a lesson the *totality* of the *course of learning* in terms of actualizing the modes of learning constantly is at stake. Although superficially it seems as if remembering and thinking, as modes of learning, are prominent during this phase of a lesson, which is the case, it should be emphasized that the entire course of learning, from a stable sensing via attending to actualizing the cognitive modes of learning here and in every lesson phase constantly is at stake. Therefore, a harmony between the course of learning and of teaching is essential since a teacher's accompaniment (affective, cognitive, normative) is the basis for the actualization of adequate learning on the abovementioned levels.

7.2 Stating and formulating a [lesson] problem

It is a well-known fact in psychopedagogical theory that a sharpened intention to learn (willingness to learn) is *aroused* in a child to the extent that he himself experiences or physically feels a problem. Such an experienced problem and a lived experiencing of it create a fruitful opportunity where a child not only reaches back to (remembers) his existing possessed experiences but also, in thinking, he searches on an *abstract, conceptual* level for a *solution* to a problem.

During this phase of a lesson a teacher has the difficult task of making visible to a pupil the essentials of a new learning aim as a problem (Van Dyk). This aim can be achieved if, because of his *stable sensing* and a *focused attending*, if he himself discovers the gaps or deficiencies in his possessed experiences whereby the content, as such, becomes a problem for him. As far as cognitive accompaniment is concerned, here a teacher must show particular initiative and flexibility by asking question and verbalizing his lived experiencing of a problem. Although here there is no real or systematic solution to a problem embedded in his learning aim, the sharpening and dynamics that enter into actualizing the *course of learning* are of particular significance.

Examples includes intensifying a secondary pupil's attending, his focus on a problem, enlivening thinking, sharpening analysis and the like by which he already can anticipate solutions at this stage.

The importance of one's own lived experiencing and formulating a problem by a secondary child must be emphasized. This is the time in a lesson during which a learner experiences that his possessed experiences are insufficient and, as a result of this lived experiencing, as it were, makes a willful decision to use his perceiving, thinking, imagining, remembering, etc. cognitively to look for a solution. A fruitful *tension* is created and a problem becomes a *personal* challenge. To see and accept a problem as a challenge, a pupil must be affectively prepared (willpower), cognitively enlivened (tension) and it must be sensible and meaningful for him to find a solution.

It is clear that this phase of a lesson, in its connection with the phase "actualizing foreknowledge" is regarded as critical in the course of a lesson since it is here that a pupil makes a decision about whether or not to explore unknown content with a teacher. In this respect, it is meaningful to take into account a secondary pupil's stage of becoming as someone who is inclined to be critical, matter-of-fact and questioning. Consequently, a problem must speak to him and provide the content as a challenge. In addition, because many of these pupils are in puberty, often uncertainty and self-confidence exhibit a flip-flop nature and hence such a pupil still is given the necessary affective support (encouragement, approval, etc.) along with cognitively ordered accompaniment while stating or formulating a problem.

7.3 Exposing new content

Exposing new content emerges from the previous two stages that serve as a meaningful beginning point of a lesson.

Among didacticians this phase also is known as the middle phase and forms a point of contact with the two preceding ones. At this stage of a lesson, a teacher already is sure what the relevant possessed experiences of a pupil are, as well as the gaps shown in relation to solving a particular problem. In his turn, a secondary pupil lived experiences a feeling of anticipation since he, because of an analysis of his own possessed experiences, cannot adequately answer the problem posed on a cognitive level. Such a positive attitude of anticipation rests on the pillars of a *stable sensing* and a *sharpened attending*, the foundation of which was laid in the

previous two phases. The particular dynamics resulting from this at a gnostic-cognitive level in terms of adequately concentrating, sharply perceiving, solution-directed thinking and the like are particularly significant and now must be utilized by a teacher.

Since this phase of a lesson is focused on unlocking the essences of the new content, it is important that connections are found with a secondary school child's primary *attunement to cognitive learning* in terms of the learning modalities of analyzing, synthesizing, ordering, abstracting, forming concepts and problem solving.

As a teaching form, an example or exemplar, e.g., is extremely valuable here since the essences of the content are included in it that not only enables a teacher to unlock the content effectively but also provides ample opportunity for a child's participation by means of the abovementioned learning *modalities*. Initially during this lesson phase, a teacher takes the initiative by clarifying, analyzing, explaining, observing carefully (by using teaching + learning aids) for demonstrating, pointing out relations and more, but its true sense is in the fact that the cognitive modes of learning such as perceiving, thinking, imagining, remembering, etc., via their modalities, must be directed and actualized are equally important. Secondly, since the effect of teaching is borne and confirmed by the *learning effect* achieved, it is imperative that periodically a teacher check to see, through questions and answers, whether or not his teaching has been meaningfully understood and has led to insight by the pupils as an outcome. A lived experiencing of *cognitive order* by a pupil and an incipient integration of the new with his possessed experiences is essential here. In this respect, e.g., a clearly designed board scheme is of inestimable value because, on the one hand, it includes the essentials of the contents, an ordering and synthesizing and, on the other hand, it promotes the cognitive modes of learning with their own modalities such as analyzing, ordering, synthesizing, abstracting, concept forming and integrating.

It is clear that during exposing new content, a teacher's accompaniment is strongly colored *cognitively* and is directed at a child's self-actualization, but this will be effective only if his *affective "foundation"* is stable and is *crowned by a normative*

meaning-giving “superstructure”. A child’s real understanding of and insight into content thus is a result of an effective course of learning on an affective, cognitive and normative level.

Because of a secondary pupil’s focus on ordering, logical reasoning, understanding and insight, it is essential that he is given ample opportunity to ask questions, especially during the first control [as checking up on]. Not only does this provide an opportunity to evaluate his experienced and meaningful lived experienced insight, but also already is a first indication of the degree to which the essentials of the content are connected to his existing possessed experiences. Hence, lack of clarity and possible misunderstandings can be identified and intercepted here.

7.4 *Actualizing the lesson content*

This phase of a lesson is not separate from exposing new content and, in fact, is an integral part of it. From a didactical point of view its focus is on controlling (checking on) insights that pupils have regarding the essences (elementals) of the new content.

From a psychopedagogical point of view, this control phase indeed implies an initial checking up on the *course of learning*. In other words, a teacher must determine the extent to which his teaching, as (affective, cognitive, normative) accompaniment, has supported a secondary pupil to the extent that his sensing is affectively stable, attending is realized and thus in a cognitively ordered way he perceives, thinks about, remembers, etc. the content. Thus, it involves a first checking of a pupil’s *experienced and lived experienced* insight and to what extent it already has or will become a *meaningful* part of his *possessed experiences*. The teaching effect and the learning effect both are relevant in this lesson phase because they also check on the effect of a teacher’s unlocking (reducing, ordering, explaining, etc.) and, on the other hand, a child’s mastery (knowing, understanding, grasping, etc.) the content.

As already indicated, this phase creates a fruitful opportunity for a secondary pupil to clear up any uncertainty about the content by means of questions and together with the help of a teacher to discover logical relationships, coherences and eventually to arrive at

his own *ordered synthesis* of the essences of the content. A child's formulations and actions are particularly significant in that they are a reflection of the *learning effect* that has been achieved to this point. Such formulations and actions as *behaviors* are the result of meaningful actualization of a child's psychic life and is a direct indication of whether a teacher can push through to the remaining phases of a lesson, i.e., functionalizing and evaluating [content].

7.5 Functionalizing

This phase already marks rounding out and completing a lesson. Thus, didacticians view it as a phase within the flow of a lesson. The concept functionalizing embodies the meaning that something becomes functional, i.e., is put-into-function [put to use], a particular function is performed, thus becomes an activity. If we place this within the context of the total course of a lesson, it means that a secondary pupil, under the accompaniment of a teacher, must have added subject-specific knowledge, insights and skills to his possessed experiences that enable him to *elevate* his *level of behaving*. As far as actualizing his psychic life is concerned, a pupil, on the basis of his willful deciding, imbues his experienced content with sense and meaning and, as knowledge, insights and skills, they flow into his existing possessed experiences, the latter of which enables him to elevate his behaving (actions, activities, choices, creative activities, applying etc.) to a higher level.

This is not just about memorizing facts and practicing or repeating certain skills or insights but rather about *changes* that eventually occur with a secondary child on the basis of him actualizing his psychic life. Functionalizing is a sign of a pupil *becoming different* because learning has been actualized effectively.

To put this change in a pupil's becoming into perspective that, it is necessary to look briefly at some didactic-pedagogical statements surrounding the concept of functionalizing, i.e., the "practice" and "application" of insight. Regarding "practice", a distinction is made between "practicing *to* insight" and "practicing *of* insight" (Van der Stoep and Van Dyk).

Before briefly interpreting these concepts psychopedagogically, it is emphasized that "practice" within the context of a lesson, does not

in any way mean a memory process of imprinting, preserving and reproducing learning content. The traditional view in the psychology of learning, especially in the old psychology of memory, that learning content is imprinted through repeating, coaching and “drilling”, preserved by forming associations and eventually reproduced automatically, is not applicable here and in fact is rejected.

From the point of view of psychopedagogics, practicing *to* insight means, on the one hand, an event in the *course of learning* during which a pupil *functionally applies* his experienced and lived experienced insight and “tests it out” with examples (mathematics, language, etc.) similar to those a teacher has unlocked. His newly acquired insight, as possessed experience, thus is used to solve corresponding problems. A secondary pupil is allowed, under the accompaniment of a teacher, to activate his insights himself. If he is successful, he is ready to move on to the practicing *of* insight that, according to Van Dyk is “an insightful mastery of subject-specific terms, relationships and skills as well as a loosening from an obsession with and attachment to one particular example.”

Thus, practicing insight implies a higher level of cognitive understanding and mastery by a secondary pupil. Such cognitive refinement and orderliness that occurs on the basis of an effective actualization of his cognitive modes of perceiving, thinking, imagining, fantasizing and remembering shifts the emphasis *from* learning new techniques or integrating new content *to* mastering a wider scope of content (new examples). Because of a secondary pupil’s *synthesized insight* as possessed experience he now is able himself to make fruitful applications from one subject (Mathematics) to another (Physics).

The possibility exists and can also be stated as a particular expectation that a pupil has reached such a level that it is not just a matter of learning the content as an aim in itself, but that it is a means (Van Dyk) by which new possibilities arise. Thus, a learning effect becomes visible in a secondary pupil’s own *project-achievements* and *creativity* (behaviors), thus in the personal stamp he prints on it. In this respect, a pupil’s possessed experiences not only become functional but also reflect the so essential moments of

emancipating, differentiating, distancing and objectifying that must occur in a child's becoming.

It must still be born in mind that a secondary pupil is in puberty and on the threshold of adulthood. He has the task of increasingly providing evidence of independence and that he is able to increasingly handle the demands, obligations and responsibilities of an adult lifeworld.

7.6 *Evaluating*

The issue of evaluation, also known as testing, measuring, examining and assessing, is an event peculiar to teaching practice. Evaluating usually presupposes an assessment or valuation of achievement by a pupil(s) as the outcome or result of what has been learned.

From a psychopedagogical perspective, the issue of achievement-evaluation does have merit but with the proviso that achievement is not one-sidedly elevated to what all teaching strives for.

To determine whether there was a fruitful and meaningful interaction between a *course of teaching* and a *course of learning* involves more than a mere testing of factual knowledge, insights and skills. That this also is important is not denied. In addition, an evaluation of the meaningfully lived experienced insight of a secondary pupil, as *cognitively ordered possessed experiencing*, must give evidence of the mastery of certain subject-specific knowledge, insights and skills. Therefore, assessing achievement, on the one hand, can indicate the extent to which meaningful lived experiencing can be seen as meaningful learning by a child and, on the other hand, as the quality, results or effect of a teacher's effective accompaniment. However, it is emphasized that evaluating must and ought to reach much further. Evaluating also involves determining whether the *psychic life* of a secondary pupil is actualized adequately. That is, determine if his possessed experiencing, on the basis of a harmony between the course of teaching and the course of learning, increases in scope and quality such that his level of life (behaviors) is elevated in the direction of adulthood.

Evaluating should thus eventually be the way in which a teacher as educator can make a value assessment of whether a secondary student himself increasingly explores (reconnoiters and investigates the world), emancipates (becomes more independent), distances himself (takes his own position), differentiates (choose and decide for himself) and objectifies (shows a businesslike disposition). Thus, here there is mention of a teaching and learning effect insofar as they lead to positive change in actualizing the learning and becoming of a youth on his way to adulthood as they are observable in his behaviors.

In light of these comments on evaluating, it appears that existing forms or modes (tests, exams, etc.) make it difficult to attain a valid and reliable assessment of the actualization of a pupil's psychic life. Hove, from a psychopedagogical point of view, it remain an ideal the must be pursued constantly, otherwise there is the risk of losing sight of a teacher's *educative* aims.

Consequently, evaluating, as the last phase of a lesson, has a two-fold objective, one of which cannot be detached from the other. Firstly, by means of various evaluative techniques (tests, exams, qualitative assessments and more), the aim is to assess the state of the *course of learning* (actualizing the modes of learning) especially as this becomes evident in certain achievements such as insight into the learning contents, applying and implementing them in known and new situations, demonstrating particular skills, etc. On the other hand, including the above-mentioned aim, the aim is to assess the totality of a secondary pupil's actualization of his psychic life, i.e., the effect that the learning event has had on his becoming adult. Thus, it is clear that evaluating primarily has a pedagogical aim and, therefore, there is an urgent need of searching for other norms and criteria for assessing that, in addition to the existing forms of evaluation, can supplement our image of a youth's actualization of his psychic life.

7.7 *Synthesis*

Looking back at the preceding introductory thoughts about accompanying a secondary pupil in a lesson situation in terms of

· In this regard, see Hannah, C.: Die probleem van evaluering in die onderwys [The problem of evaluating in teaching] in: *South African Journal of Pedagogy*, vol. 13(1), March 1979.

particular teaching and learning aims, we can summarize them via the following synthesis:

7.7.1 A secondary pupil's *affective life* primarily is stabilized and provides a fruitful basis for effective learning. It does happen that this pupil experiences fluctuations in his emotional life and thus may have problems in a lesson situation. In spite of his advanced level of maturity compared to, e.g., a primary pupil, however, with regard to his emotional becoming, he relies on affective accompaniment to affective self-realization. Affective accompaniment by a teacher in a lesson situation is the reverse side of a child's affective self-actualization. In this respect, the affective stability of a pupil's sensing is a necessary condition for a successful course of learning in all phases of a lesson. Hence, a teacher has the task of affectively supporting a child throughout. As far as his accompanying (teaching) is concerned, a teacher *strives* to create a climate of *affective stability* throughout in order to stabilize a pupil, on the one hand, and to enable him to learn, on the other (stabilize sensing as a learning aim).

7.7.2 The increasing actualization of a secondary pupil's *cognitive potentialities* in a lesson situation rests on a stable affectivity (sensing). Along with attending, a pupil is enabled to perceive, think, remember, etc. in an orderly way whereby the learning modalities of analyzing, synthesizing, ordering, abstracting, forming concepts, solving problems and integrating are actualized. Complementary to this is a teacher's cognitive accompaniment through which a learner's cognitive modes of learning are directed, supported and realized.

Without such an ordered cognitive accompaniment by a teacher in a lesson situation, there can be little orderliness in a secondary pupil's cognitive life. Mastering and eventually integrating learning content into a pupil's possessed experiences are not possible without a teacher's purposeful accompaniment, on the one hand, and a child's meaning-giving directedness, on the other. An orderly and meaningful result of effective teaching and learning forms the basis for a *change* in a child's becoming and still changing his *behavior* in the direction of an educative aim (remote aim). Thus, a teacher's teaching aim is to cognitively accompany a child

(reducing, ordering, unlocking, etc. content) such that an immediate learning aim, i.e., a sharpened attending, orderly perceiving, thinking, imagining, fantasizing and remembering can be actualized.

The outcome of effective cognitive accompaniment by a teacher thus is an ordered cognitive life in a pupil, thereby fulfilling a teaching aim via a learning aim.

7.7.3 As has been stated repeatedly, a pupil gives sense and meaning to a lesson event in that he is affectively and cognitively involved in it. Thus, it is the way he takes from and gives meaning to a total teaching event. An adequate giving of sense and meaning to learning content is encompassed further by a teacher's purposive affective and cognitive accompaniment – thus the extent to which he succeeds in accompanying a child to give his own meaning to the content. The latter becomes embodied in a child's meaningful possessed experience that not only shows itself merely as knowledge in a child's behavior but also as an increasing capacity to act independently, to judge and choose in situations outside of a school situation. This implies that the ultimate sense and meaning of the immediate teaching and learning aims are in a child's becoming adult, thus in terms of a more distant aim.

In summary, the effect of teaching in a lesson situation becomes visible in a learning effect that congeals and becomes integrated in a pupil's possessed experiences and this enables him to increase (his level of exploring, emancipating, differentiating, distancing and objectifying as an adult behaves.

8. SYNTHESIS: LESSON PRACTICE IN PSYCHOPEDAGOGICAL PERSPECTIVE

8.1 Didactic-pedagogical question

The initial question in this chapter stems from a didactic-pedagogical distinction among a lesson aim, a teaching aim and a learning aim that a teacher must keep in mind, on the one hand in his lesson planning and on the other in the course of his teaching. In particular, for a didactician this has to do with planning and anticipating his lesson aim arising from a particular lesson content

or curriculum, with a preconceived learning aim known as *effective learning*.

In other words, a lesson aim must be transformed into a learning aim (effective learning) that, in turn, must be realized by a child in his participating in a teaching event. As a result of this triad of didactic-pedagogical aims, a teaching practice that, in its course, consists of the various lesson phases that have been described in great detail, and within which teaching and learning events must be in harmony with each other to actualize effective learning.

8.2 *Psychopedagogical question*

From the previous didactic-pedagogical questions, the first question that arises is the meaning of *effective learning* for a child in a teaching situation. In other words, how does a child learn in such a situation and how does his learning progress within the various didactic-pedagogical lesson phases? Even further, how do the various modes of learning occur within a particular lesson phase (where applicable)? The answer has been stated continually that learning is actualized by means of actualizing a child's psychic life, as emphasized throughout this book.

Secondly, from the above didactic-pedagogical aims, a psychopedagogical question arises regarding the possible findings, relevance and accountability of the *accompaniment* by a teacher in a lesson situation. This accompaniment is differentiated into affective, cognitive and normative-meaning giving accompaniment. Thus, the psychopedagogical question involves the essences of these three ways of accompanying, especially seen within the following specific age groups: the toddler, the junior- and senior primary and the secondary schoolchild. As such, the question is about accompanying a particular child in actualizing his psychic life to effective learning.

8.3 *Aims of psychopedagogical accompaniment*

A deeper reflection on the above three modes of psychopedagogical accompaniment, in particular seen as differentiated ways of accompanying and where each is implemented with a child of a particular age, has led to the separation and ordering of the

following psychopedagogical aims that are applicable to all children in all age groups:

8.3.1 furthering or ultimate aim of psychopedagogical accompaniment, i.e., the adequate actualization of the psychic life.

8.3.2 nearby or immediate aims of teaching and accompanying, i.e., affective stabilization, cognitive order and giving meaning normatively.

8.3.3 specific learning aims, and

8.3.4 particular aims of becoming.

8.4 Practice-oriented differentiated psychopedagogical accompaniment of the psychic life of a child-in-education.

8.4.1 Psychopedagogical accompaniment of a toddler in pre-primary school and of a junior primary child in primary school

With the abovementioned aims of accompanying in mind, guidelines have been presented by which the three modes of accompaniment (affective, cognitive, normative) of the *ways of learning and becoming* of toddlers as well as a junior primary child can proceed via accompanying the *learning modalities*. In each case, didactical tasks were distinguished that must be closely researched by preschool- and beginning-didactics.

8.4.2 Psychopedagogical accompaniment in a senior primary and secondary school

In terms of its pedagogical guidelines, psychopedagogical accompaniment in many respects is a transitional period to a secondary school. In particular, the cognitive becomes increasingly prominent and the cognitive modes and modalities of learning can be delimited within particular lesson phases, although the course of learning still has to be seen as a totality. The particular aims of psychopedagogical accompaniment must be differentiated gradually in terms of their nature and level, but are important guidelines for a teacher in his planning a lesson.

As for a secondary child, the entire group is handled as a unity and a complete image is given of how the various modes of accompaniment take their course within the different *lesson phases* is illustrated.

The synchronization of the course of teaching with the course of learning, and thus of didactical and psychopedagogical accompaniment, within the lesson phases can perhaps be best illustrated in a secondary school. In contrast, lesson phases are not always distinguishable or visible in the preschool and junior primary periods, but the modes and modalities of learning are very evident during the course of learning. However, it is believed that these aims provide an important guideline for future psychopedagogical, didactical and subject-didactical research.

The following chapter deals with the psychic life of a child-in-education from a view of life perspective.

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