

## Preface

The following four chapters are written from a perspective which differs from the traditional approach to educational psychology as the application of psychological principles to a teaching-learning situation of a child in school. These chapters represent a view of child learning and becoming in an educative situation. This situation is constituted by an adult-child educative relationship at home *and* in school within which an adult accompanies a child in his/her becoming an adult (See Yonge, 1989). It is studied phenomenologically (See Yonge, 1985) to disclose and describe its essences.

This event has inherent psychological moments (e.g., learning and becoming) that must be actualized for educating to occur. They are studied *psycho-pedagogically* to disclose and describe essential structures and their *educative significance*, and not merely from an applied psychological one, e.g., where psychological theories and concepts are imposed by applying and justifying them simply because they are acceptable psychologically.

In chapter I it is shown that classical and operant conditioning as well as information processing are of little value in providing a teacher with insight into how a child in an educative situation learns. In this chapter it also is noted that *what* is applied from psychology (any discipline) is not neutral with respect to some implicit or explicit conception or understanding of what it is to be human (i.e., philosophical anthropology (;see Yonge, 1995]) on which it is grounded.

The main purpose of chapter I is to set the stage for the following chapters that differ significantly from traditional educational psychology. The chapter ends by characterizing the remaining chapters “as attempts: (1) to base an understanding of a learning and becoming child on an *accountable philosophical anthropology*; (2) to begin with the *lifeworld of a child* or, more specifically, *a child in an educative situation who is learning and becoming* ; (3) to disclose and describe the categories (essences) of learning and becoming as they *emerge from* this everyday, lived reality.”

Chapter II presents a comprehensive psychopedagogical perspective on the psych life if a child in an adult-child educative relationship. The

psychic life refers to the totality of a child's potentialities; a child's task is to take the initiative to actualize them while being accompanied educatively by an adult. The essential modes of actualizing the psychic life are *experiencing, willing, lived experiencing, knowing and behaving* which are manifested in a child's *learning* and *becoming*. This chapter describes how this occurs as a unity; i.e., the nodes of actualizing the psychic life, learning and becoming are distinguishable but functionally inseparable.

Chapter III focuses mainly on eight modes of learning with the proviso that they are possible only within the actualization of the psychic life via experiencing, willing, etc. The modes of learning and of becoming (see chapter IV) occur as a coherent whole and the four chapters continually address and describe how this occurs.

The specific modes of learning explicated are *sensing, attending, perceiving, thinking, imagining and fantasizing*, as well as *remembering*. These are *activities* in which anyone must engage to learn something. Although not explicitly considered in the following chapters, in planning a lesson, these learning *activities* should be planned for such that they are in harmony with a teacher's *activities* of teaching.

Chapter IV is an explication of *how* a child becomes an adult, viewed from within an adult-child educative relationship. It begins with an overview of the ideas and achievements of several prominent developmental psychologists. Many have a strong biological flavor and do not leave much room for a child's *own* participation in his/her becoming as well as the necessary educative accompaniment of an adult.

The second part of the chapter considers the essential modes by which a child realizes his/her adulthood (i.e., becomes) while being accompanied educatively by an adult. A child's modes of becoming are *exploring, emancipating, distancing, differentiating* and *objectifying* while an adult must accompany (educate) a child *affectively, cognitively* and *normatively*. (this is because the psych life as a totality, including learning and becoming, is permeated with affective, cognitive and normative moments).

## References

- YONGE, GEORGE D. (1985) *The phenomenological method as an approach to studying the reality of educating a child*. Unpublished manuscript. Available at: [georgeyonge.net/node/151](http://georgeyonge.net/node/151)
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