

# THE PEDAGOGICAL SEQUENCE STRUCTURE IN THE SITUATION OF VOCATIONAL ORIENTATION•

C. J. Bongers  
University of Pretoria

## INTRODUCTION

In the educative situation the adult tries to support the child to attain proper adulthood and he does this through a series of sequential and purposive educative activities. Therefore, each activity is directed to promoting the subsequent activity and, thus, the quality of each activity will co-define the quality of the following one. This sequence of activities is called the course of educating and is differentiated into pedagogical association, encounter, interfering as intervention and/or agreement, return to association and periodic breaking away. With the actualization of each of the above there is an elevation in level which allows the pedagogical event to progress more adequately. Since a vocational orientation situation in essence is a pedagogical situation, they both take the same course. A precondition which remains valid for actualizing the sequence structure of a vocational orientation situation is that a pedagogical relationship exist between the vocational orienter and his/her pupils which is characterized by mutual understanding, reciprocal trust and authority.

In this situation, the vocational orienter has a guiding and accompanying role, and the adequate actualization of the sequence structure is his/her responsibility so that he/she can offer effective and purposeful vocational orientation help.

### **Association in the vocational orientation situation**

It is sometimes stated that pedagogical association only brings about a pedagogically preformed field. Since in this situation the vocational orienter purposefully enters the pupils' world and

---

• **South African Journal of Pedagogy**, 1979, 13:2, 87-90. Edited November 2022.

inviting them to move closer to vocational adulthood, he/she must take care that they communicate with him/her and are aware of his/her presence. It is an intentional being together of vocational orienter and pupils and, thus, is not just a pedagogically preformed field but is already a vocational orientation situation in itself, which contains indications of pedagogical intervention and in which signs of [a need for] general educative influencing arise.

In the vocational orientation situation of association, the pupils are supported to the awareness of their educative- and vocational choice-task. This awareness forces the pupils to obtain more information. The vocational orienter accompanies this search by the pupils by purposefully and systematically exploring their educative and vocational choice opportunities in terms of their personal potentialities. On this basis the vocational orientation situation of association qualifies as an informative and exploratory situation. In addition, the vocational orienter must continually control (appraise) and give direction to ensure that the pupils always are positive in constructing their educative and vocational future.

### **Encounter in the vocational orientation situation**

The vocational orientation situation of association is a pedagogical preformed field in the sense that it is a precondition for a vocational orientation encounter, which is a deepening and intensifying from a pedagogical being-by to a pedagogical we-ness [being-with], which is characterized by pedagogical nearness, trust, belongingness, accessibility and intimacy. Where association has to do with the present, here it is primarily the future which comes into play since it is through encountering that vocational orientation-pedagogical intervention first becomes genuinely observable. The vocational future of the pupils forms, as it were, a medium for an encounter between the vocational orienter and the pupils.

Mutual trust compels the vocational orienter, as authority, to understand and accept the pupils as they are with their problems with the aim of supporting them to greater knowledge and ultimately to a choice of education and vocation. Intimate encounters are characterized by mutual involvement and

attachment during which the pupils show their vocational and future expectations. With this, the possibility arises for the vocational orienter to intervene with them pedagogically in his/her task of accompanying them to a meaningful vocational orientation. In other words, opportunities for meaningful educative- and vocational-choices arise which require that the pupils be addressed to make these choices meaningfully.

### **Interfering as intervening and/or approving in the vocational orientation situation**

Now it is necessary for the vocational orienter to give evidence of the notion of his/her responsibility for the growing-up of his/her pupils by being accountable for them, and proceed to interfere. This implies that the vocational orienter must purposefully interfere with the pupils and he/she must try to be always available to them. Further, it is necessary for him/her to intervene if the pupils' self-actualization does not progress meaningfully, and reorient them to accountable and responsible self-actualization. This re-orientation mainly occurs in the vocational orientation situation by means of exploring and discussing regarding adequate self-knowledge and -understanding by the pupils as preconditions for the optimal realization of personal potentialities. This can also take the form of disapproving of irresponsible choices which the pupils will make, and representing more meaningful and approvable choices. In other words, the experience of impropriety must be so supplemented that it leads to adequate knowledge of right and wrong and good and bad. On the other hand, it is a pedagogical demand that the vocational orienter acknowledge his/her agreement by expressing his/her regard, if the choices of the pupils seem to be responsible. In this way, the pupils' understanding of propriety becomes clearer and they acquire confidence in what is right and wrong.

### **Return to association in the vocational orientation situation**

After this, the vocational orienter creates an opportunity for the pupils to reflect on the significance of the pedagogical interference, and to assimilate it. In the presence of the vocational orienter, they proceed to themselves reflect and work on their vocational future

without the direct continual or intentional educative influencing of the vocational orienter.

Since the pupils are now more dependent on themselves, they learn to know themselves better. They also experience more freedom, although they are still partly bounded by the controlling influence stemming from the presence of the vocational orienter.

### **Periodic breaking away in the vocational orientation situation**

This leads to the pupils now having an opportunity, in the physical absence of the vocational orienter, to proceed with the learning material regarding vocational and educational requirements, and also familiarize themselves with the vocational system by means of visits to organizations and discussions with employers, employees, parents, friends and the vocational orienter. In doing this, they acquire an opportunity to independently exercise their dawning vocational choices, and then proceed to independently choose and act. Gradually, their attachments with the vocational orienter become looser as they change in their being-on-the-way to vocational adulthood. In the vocational orientation situation, the pupils themselves do intensive career exploration, they assimilate the acquired knowledge and insights and make decisions about educational and vocational choice problems.

As soon as they experience a need for the support given by the vocational orienter, they again return to him/her with their vocational choice problems. However, what is very important here is that the vocational orienter must be aware that now the pupils, because of their increased knowledge and changed insights, have become different and the contents which they have acquired need not be repeated. They are different than they were—they have become different in increasingly becoming vocational adults.

### **REFERENCES**

1. BEUKES, J. H.: *Vakkeuse-gereedheid na standerd sewe*. Pedagogiekstudies No. 77. Work Community for the Advancement of Pedagogy as a Science, Faculty of Education, University of Pretoria, 1974.
2. JOUBERT, C. J.: *Beroepskeuse as verantwoordelike en*

- verantwoordbare keuse: 'n Studie in beroepsoriëntering.*  
“Opvoedkunde monografie” of the Work Community for the  
Advancement of Pedagogy as a Science, No. IX, University of  
Pretoria. HAUM, Pretoria, 1964.
3. LANDMAN, W. A.: *Fundamentele pedagogiek en ondewyspraktyk.*  
Butterworths, Durban, 1977.
  4. LANDMAN, W. A., ROOS, S. G., and LIEBENBERG, C. R.:  
*Opvoedkunde en Opvoedingsleer vir beginners.* University  
Publishers and Booksellers. Stellenbosch, 1975.  
**English translation:**  
<http://www.georgeyonge.net/node/119>
  5. LANDMAN, W. A., VAN ZYL, M. E. J. and ROOS, S.G.:  
*Fundamenteel-pedagogiese essensies: Hulle verskyning,  
verwerkliking en inhoudgewing – met kernvrae.*  
Butterworths, Durban, 1975. **English translation:**  
<http://www.georgeyonge.net/node/14>