CHAPTER 2
THE MANY SIDES OF EDUCATIONAL PSYCHOLOGY (PSYCHOPEDAGOGICS)

1. INTRODUCTION

A review of the literature on the development of a child as a person leaves no doubt that a variety of "disciplines" claim that this really is its area of study. In this regard, there is reference to "child psychology" or "developmental psychology", "pedagogic psychology", "psychopedagogics", "empirical education", "social psychology" and others. The point of contention between education and psychology about which of the two really is the "mother science" with respect to child development (Nel, Sonnekus and Garbers, 1965; Langeveld, 1952, 1960, 1964; Nel, 1967) has only intensified the inadequacy of a monolithic approach to the matter. To get an indication of the shifting emphasis between psychology and education regarding the study of a child's development, each is considered briefly.

2. THE PSYCHOLOGICAL STUDY OF DEVELOPMENT

According to Mussen (Mussen, Conger and Kagan, 1963: 14-16), the systematic study of children began during the 20th century and expanded to several areas and spread in many directions. The early research on conditioning and learning had led to formulating theories of a child's habit formation and his/her broadening of knowledge. Freud's psychoanalytic theory led to provocative ideas about personality development.

Since the beginning of the 20th century norms of physical, intellectual, emotional and social development have been carefully evaluated, and techniques for measuring a person's potentialities have been refined and standardized. The relations among heredity and personality deficiencies, physical growth and development of specific motor aspects were studied by observing and experimenting.

A great deal of information was established about the factors determining the rate and adequacy of learning and remembering. Environmental influences, as well as the effects of early deprivation, parental absence and the inadequate stimulation of cognitive functions, for example, were popular themes for empirical research.

To this day the main emphasis in child psychology is on the collection of empirical data on a child's behaviors with reference to learning, general behavioral tendencies by age, the development of psycho-motor and other skills and intelligence, differences in ways of behaving, etc., rather than on a child's personal dynamics as such.

With the above, the impression should not be created that this aspect is ignored by "child psychology" but rather it is to emphasize that there is mostly concentration on the **processes** or **mechanisms** which underlie development. The attempts in this respect are theoretical explanations of these changes.

Mussen and others (1963: 19, 20) indicate that the problems studied today are, in general, derived from various theoretical explanations. Research projects are usually designed to test one or another theoretical matter or explanatory hypothesis without incorporating all aspects which are related to a developing child as a **person**, as a **totality in his/her situation.**

This fact is effectively illustrated by exploring the main themes which figure in contemporary textbooks. For example:

> **The prenatal period:** genetic factors and development, prenatal development; **the first two years:** learning and development; biological changes in the first year of life; **development in the second year:** general physical development; motor development; intelligence and its measurement; socialization; **the toddler years:** motor and cognitive development, physical growth; language development; circumstances which influence language development and cognitive functioning; **the preschool years:** socialization in the family, sexual motivations and curiosity, aggression, fear and anxiety, external influences; **puberty:** intellectual-cognitive development; personality development and problems of adjustment; broadening of social environment; **adolescence:** physical changes, sexual and social

development; ego identity, values and alienation (see Mussen et al., 1963); or

Development before and after birth; injuries; development of personal identity; self-image; play, aggression and domination; cognitive aspects of play; the development of altruism; parental influence on age group behavior; Piaget's theory of cognitive development; the development of concentration and memory; social cognition; intelligence and language of apes; human language development; reading and reading problems; mathematical understanding; socialization by the school; socialization by the family; socialization by television (See Fishbein, 1984).

The above examples of current topics of educational psychology are decidedly of importance for understanding child development, in so far as they represent isolated matters of a child's development. The special significance of authentic "child psychological" research is that, in harmony with progress in other branches of psychology, it is a refinement of research techniques, experimentation and the optimal use of statistical methods to investigate aspects of child development.

In general, psychology views educational psychology as that discipline which especially is directed to a developing child in a school framework. The assumption is that educational psychology, with reference to learning theory, can provide a platform of knowledge to a teacher regarding a child's physical, physiological, intellectual, personality, moral and ethical growth so that he/she will know how to direct the "learning process", and optimally motivate and help him/her "develop" (Sprinthall and Sprinthall, 1977: xiii). Therefore, contemporary textbooks on child psychology, as "educational psychology", are focused on themes of development such as (see Sprinthall and Sprinthall, 1977):

* The influence of development on behavior
* Physical growth and development
* Early experiences
* Cognitive growth
* Language development
* Personality development
* Teaching and discipline
* Moral education

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* The learning processes
* Contemporary learning theories
* Learning in the classroom
* Individual differences
* Intelligence

Sprinthall and Sprinthall, 1977: xii) indicate that educational psychology is viewed by many as a thorough course in learning theory, by others as a course in measurement procedures, where students learn a command of sophisticated statistical procedures, or it might also merely be anecdotal discussions of a series of representations of classroom situations. Educational psychology is viewed as a "full-fledged discipline" in which the primary contributions of general psychology are offered in broad strokes, and in such a way that they can be "understood" and "used" by a teacher. The following statement [in English] by Sprinthall and Sprinthall (1977: 117) also has an entirely valid ring: "By understanding why and how cognitive systems develop, we can avoid, on the one hand, teaching children something before they are ready to learn it, on the other hand, missing a golden opportunity by waiting to well past the most sensitive moment".

In almost all textbooks on educational psychology, there are merely indirect references to a child's educative situatedness without, however, integrating these facts into a description of the development of both a child and an adult. In this regard, Langeveld says "Psychology must describe a phenomenon which depends on particular conditions for its existence, among which is educating, however sketchy it might appear. The anthropological analysis of child life, to which the insight belongs that a child is an 'animal educandum', a being who is essentially committed to education, creates the first possibility for psychology to begin its work" (Langeveld [in Dutch], 1959: 19-20).

With this point of departure, development also is viewed from an educative perspective, in the belief that "For a psychology to have lasting value for pedagogics, it must be built up from an anthropological perspective, the basic structure of which is determined by a pedagogical axiomatic" (Langeveld [in German], 1964: 8) [i.e., the axiom that a person starts as a small being and that, without educating him/her, he/she cannot become a full-fledged human being].

As early as 1918, Aloys Fischer states that "pedagogic psychology is the scientific investigation of the psychological aspects of education" (Hillebrand [in German], 1959: 54).

Because the "educational" component is absent from many current works in child development, now this is given more detailed attention.

3. THE EDUCATIONAL/PEDAGOGICAL STUDY OF DEVELOPMENT

Nel (1968: 31-32) indicates that already in 1921, Litt had rejected the notion that "educational psychology" is applied psychology, and stated clearly that pedagogics has, as its object, a definite range of established facts of reality, and it is precisely the reality of those events and achievements which form the contents of educating. Consequently, pedagogics is a **theory of a practice.** In addition, he shows clearly that the relationship between technology and application, which follows the model of the natural sciences, clearly does not exist in the pedagogical.

In addition, Nel (1968: 32) refers to Langeveld (1952: 231), who clearly states that in the natural sciences, a direct line can be drawn between cause and effect, and that this can be brought about with a particular technique. In educating, such a technical means-end relationship does not arise because, on the one hand, an educator stands before a subject who possesses a freedom of behaving, a characteristic which is not found in the "material" of a technique, so that a subject is a co-determinant of an educative event and its results, while, on the other hand, educating is directed to a particular ideal image [of adulthood] to which an educand must be led. Thus, the technical relationship of application cannot exist in the entire domain of the objects [persons] studied by the human sciences.

In developmental psychology there usually is reference, in general terms, to the environment, and developmental psychologists tend to agree that a person's inherited potential develops or is restrained depending on the type, amount and quality of environmental influences and the stage of development, when these influences affect him/her (Sprinthall and Sprinthall, 1977: 61). While a person is a **child,** this "environment" remains an educative situation (Van Niekerk, 1982: 2). It is a fundamental [philosophical]

anthropological fact that a person is a being who educates, is educated and is committed to education (Langeveld, 1952: 165).

To be educatively situated means to give sense and meaning to life contents. A child gives meaning to reality precisely because he/she wants to be someone him/herself (Langeveld, 1952: 17, 142). However, this does not mean that he/she knows **how** he/she will become, and, in this regard, he/she must be supported and guided because, without the support of his/her educators (parents, teachers), he/she cannot become what he/she ought to be as a person. Sprinthall and Sprinthall (1977: 45) say [in English] "Of all the species that inhabit the earth, the one whose growth and development is slowest is **Homo Sapiens.** The human being spends many long years in a state of physical immaturity, depending on the care and protection of others to survive".

In this an educator helps a child because of the latter's helplessness, seeking help and support. An adult cannot eliminate a child from his/her life, and he/she also **feels obligated** to give help and support to a child because of his/her profound being bonded with, parental love for and feeling of responsibility for him/her. Just as a child cannot choose his/her parents, he/she cannot choose to have rich or poor parents, etc., or to have no parents at all, his/her being dependent on educators also is an onticity [a fact of being].

However, in his/her relationship with his/her parents, a child is not passive, but actively collaborates in establishing an authentic educative relationship in terms of which he/she forms value judgments which he/she continually must make about things, situations and circumstances which he/she encounters in life (see Nel, 1968: 26).

Hence, an educative situation is described as the entirety of meanings with which an adult and child must deal. During the dynamics of educating, possibilities for acting become momentary realities when an adult and a child participate **together** in the event by actualizing the educative relationship, sequence, aim and activity structures which are continually interpreted by a child affectively, cognitively and normatively (Van Niekerk, 1986).

Because human existence is openness, one's primordially given developmental potentialities, however, remain only potentialities which are subject to intentional actualization. Personal

development, as becoming an adult, is actualized universally by means of educating.

An educative event consists of two intertwined components. From a child's side there is development. From an adult's side there is guidance by an educator who creates optimal opportunities for a child's development, and this codetermines the dialogue entered because development is realized in relation to the world as meant, and which continually presents itself to a child as structured. A child encounters all sorts of structures: spatial, temporal, formal, social and language. In his/her interpretation of this multiply structured world, he/she broadens his/her experiential world in terms of contents, but the world also acquires a formal-functional meaning for him/her. This broadening of contents relates to acquired knowledge, and it is on this basis that a child formally forms him/herself. Gradually, he/she learns to feel "effective", to perceive, to think, to imagine, to fantasize, to memorize and to remember which, again, promote the effective expansion of his/her knowledge and emotional disposition. Therefore, the formal aspect is simultaneously functional: it is the possibility of being dynamically involved in a constantly changing world, and as a child develops and knows more, he/she becomes better equipped, and he/she "functions" better (see Kok, 1982: 194).

Kok (1982: 194) says for a child to be able to develop in his/her world, he/she must be able to analyze it. He/she must be able to analyze the given structures such that he/she can understand them: the analyzed material must be synthesized again so it can be assimilated. Development of a self-concept, creativity and freedom are possible if a person understands and accepts the already existing structures of the subjectively experienced world (see Kok, 1982, 194).

Educating is primarily a matter of a personal relationship which acquires concrete form in affective and cognitive ways. A child experiences this/her relationship emotionally in an educative climate which is created by an educator(s). He/she thrives in this climate, and he/she feels ready to develop his/her being a self. At the same time, he/she has an opportunity to understand cognitively an educator's activities as a handling of situations by analyzing their structures in the concreteness of their relationship.

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By means of **activities,** an educator and child stand with each other in an educative relationship by which an adult's own way of being adult is presented by his/her personal example, and a climate is created which can promote or dampen a child's personal actualization. However, a child him/herself also contributes to this climate and to handling the situation. Thus, this is a **functional** event which refers to the effect of both adult and child dealing with the latter's giving affective, cognitive and normative meanings and, after which, it also is referred to as **educative functionality.** The functionality of the educative activities is in their effect on the **meanings** they have for an educator and a child while they are engaged in them, but then especially in the precipitation of these momentary meanings into a child's possessed experience which co-defines his/her personality structure and gives form to, initiates and supports his/her behaviors.

When a child is guided to personality change (development), and in terms of meanings or contents as conversational aids, this means a total personal involvement of the participants with each other and with the contents. Also, the educative relationship can only be meaningful if there is a clearly indicated and overarching educative aim--also a manifestation of an anticipated personality by a child. Thus, a child's personality development includes an elevation in meaning because of its cumulative nature. Original affective, cognitive and normative meanings always influence subsequent meanings (Van Niekerk, 1981).

In each educative situation, its structures are implemented, and they appear as intertwined with and never separate from each other. However, there are no educative events or moments of personal actualization during which the essentials of educating and the essentials of a person are not equally actualized, even though each occurrence of educating is unique during which an adult and child participate in it in particular ways, and **act** in personal ways.

Actualizing educative essentials is qualified as the "dynamics of educating" which, as such, refers to the interaction between a child's and an educator's personal actualization, which also includes their physical environment. It is stressed that **all** educative essentials (thus, also a child's personal essentials) in a particular educative (personality developmental) situation are going to be implemented, and their actualization, interrelations and qualities are of decisive importance for a child's development.

An educator's feelings, thoughts and hierarchy of values, as embodied in his/her guiding activities, directly influence a child's momentary personal actualization and touch him/her especially emotionally, and often not as an educator had intended.

The effect of educating on a child's emotionality is obvious. The affective, and with this the entire emotional life, is of such fundamental importance for his/her sense of security and his/her exploration of the world that it must be given an important place in developmental psychology and in psychological pedagogics (see Nel, 1968: 52). Thus, the effect of educative actions can be "read" in the affective, cognitive and normative meanings of a child as they influence his/her behaviors.

From the above, the complexity of educating and a child's personality development are very clear. This complexity has obliged researchers to study educating from different points of view. This has gradually resulted in establishing several pedagogical [part-] perspective, each of which discloses and categorically describes a particular slice of the reality of educating.

In general, pedagogics is viewed as the science or the theory of educating [teaching-learning] which is the result of continually reflecting on and analyzing the educative reality which encompasses the development of a child. It is a system of knowing which is not derived from other sciences such as biology, psychology, sociology (Nel, 1968: 42).

"For pedagogics, the terrain of research is the phenomenon of educating. The pedagogical deals with a universal experiential fact between persons, namely, that there is such an event as educating. For a pedagogician this involves describing and grounding the educative event as it appears in an educative situation" (Van Rensburg and Landman [in Afrikaans], 1984, 179).

However, this system of knowing was built up by distinguishable [part-] perspectives such as fundamental pedagogics, didactic pedagogics, psychopedagogics, comparative and historical pedagogics, sociopedagogics, orthopedagogics and others. The right for these various perspectives to exist has been corroborated as scientific (see Langeveld, 1952; Oberholzer, 1968; Landman and Roos, 1973; Van der Stoep, 1968; Sonnekus, 1970, 1973; Van

Niekerk, 1980; Van Rensburg and Landman, 1984: 134-135), and their **macrostructural** descriptions of **educating** leave no doubt with anyone who understands the essentials of scientific practice and knows what the essential constituents of educating are. Indeed, this contrasts with psychology, which has not described its terrain categorically and, therefore, in its activities, it is not involved with **studying persons** [as persons].

From a macrostructural approach to a developing child, as situated educatively, educationists have brought great clarity in terms of relationship, sequence, aim and activity structures, especially in recent decades (see Langeveld, 1952; Perquin, 1962, Landman and Roos, 1973; Van Rensburg and Landman, 1984: 136, 138, 145).

In addition, the fundamental structure of a child's personal actualization also is described comprehensively from a combined **educational [pedagogical]** and **psychological** perspective, where the accent is not always equal.

4. A DIVERSITY OF ACCENTS

It is not the aim here to extensively discuss the various educationally and psychologically oriented perspectives on a child's development, and there is only brief reference to a few.

For Nel (1968: 20) this amounts to a psychology which springs from a pedagogical situation, and he refers to this as "psychological pedagogics". He says there is no question that an educator in an educative situation necessarily is confronted with psychological phenomena, but this does not have to do with psychology, as such, and not with a psychology which is "applied" to educating a child, but to those moments which spring from an educative situation. This has to do with psychological knowledge for knowing how to act with the aim of a child's future development (Nel, 1968) and, therefore, this involves a psychology of becoming, developmental psychology, or child psychology. Thus, this has to do with a child's personal becoming, with the continual broadening of his/her possessed meanings. The intentionalities, or ways of going out to the world are looked at (e.g., the affective and cognitive ways of being) and his/her perceptions, thoughts, intelligence and more are considered, also as intentionalities. In addition, these are related to his/her level of becoming, and the degree of educating he/she receives. Thus, included in psychological pedagogics is the study of

these distinguishable but inseparable intentionalities as they appear longitudinally, i.e., from birth through adolescence and into adulthood.

The following are examples of contemporary educationally oriented disciplines which concentrate on understanding a child's personality development as an area of study: Pedagogic psychology, psychological pedagogics, empirical education, psychopedagogics and developmental (becoming) psychology. The main themes addressed in textbooks include the following, examples (Sonnekus and Ferreira, 1979): psychopedagogics as a science; child learning; child becoming; a child's actualizing his/her psychic life on the way to adulthood; the lesson practice; actualizing the psychic life of a child from a philosophy of life perspective; the teacher. The "psychological" figures continually with respect to a child's person-structure with reference to the affective, cognitive and normative meanings he/she attributes to things under the guidance of his/her educators.

In addition, there is didactic pedagogics, which focuses on a child's development with respect to the school. Its aim is to answer a teacher's questions about how to deal with a child's learning, how to optimally motivate him/her and how to help each individual child develop (Sprinthall and Sprinthall, 1984: 14).

Didactic pedagogics also must provide a basis for a teacher to implement what Van Gelder (1964: 46) calls the three axioms for drawing up didactic principles, namely:

> * the principle of forming (aimed at a child's harmonious development);
> * the principle of development (aimed at developing a child's personal abilities); and
> * the principle of activity (making the didactic activities serviceable for:
>> * designing learning situations;
>> * ordering the learning material; and
>> * guiding the learning event of each individual child).

The emphasis is on specific moments of personal development which arise in a school situation such as language development,

school readiness, beginning reading, language teaching, and actualizing intelligence.

In addition, there is social psychology and sociopedagogics which are concerned with a child's development in relation to his/her groups, family, school and society.

Nowadays it is generally accepted that the earlier distinction between the role of heredity and environment is of limited significance; a child's development must be considered as a totality which includes the interaction between heredity and a child's educative situatedness, as well as the duration within which the dynamics of educating occur.

Psychopedagogics aims at providing fundamental insights into a child's developing and learning, and proposes how to incorporate these insights in terms of the dynamics of teaching in the framework of the home and the school with the aim of optimal learning and development so that a child and parent or teacher are real partners in the events of teaching and educating.
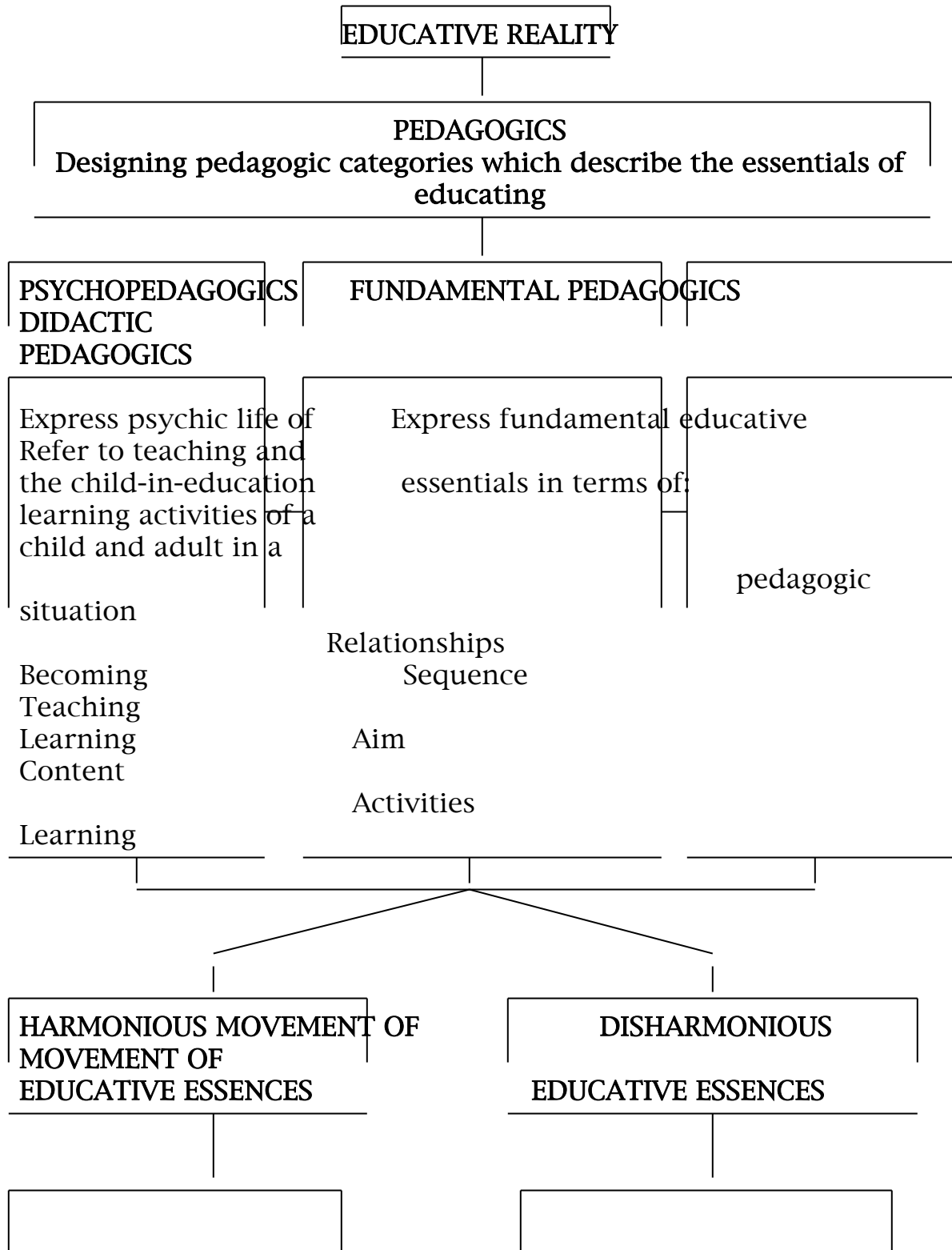
The following is an overview regarding the significance of educational-psychological insights regarding a child's development.
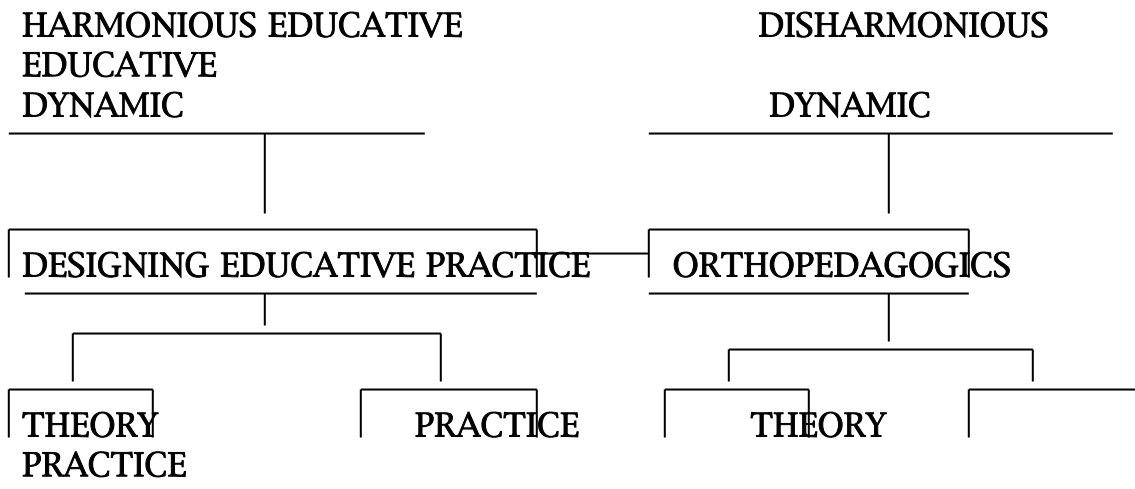
* The significance of educational-psychological insights regarding a child's development

The daily behaviors of children provide sufficient indication that various aspects of their development must be simultaneously considered. For example, personality development is closely correlated with cognitive and physical development, but the interaction among them and the dynamics of educating are of greater importance than studying each separately. There must be a thorough acquaintance with research findings in this regard, although the separate components of the dynamics of educating should also be represented. However, these results must continually be reinterpreted within the context of these dynamics. Because a child's personal development involves continual change, it is necessary to always acquire more clarity regarding the essentials of personality as it manifests itself during the various phases of development. In this regard, there are a variety of theories about a child's affective, cognitive and normative development (see Piaget, 1948, 1963, 1966, 1970; Piaget and Inhelder, 1964; Erikson, 1959,

1963; Bloom, 1964; Nel, 1968; Scott, 1968; Kohlberg, 1969, 1975; Kagan et al., 1970; Jones et al., 1971; Fishbein, 1984).

* Synthesis

EDUCATIVE REALITY

PEDAGOGICS
Designing pedagogic categories which describe the essentials of educating

PSYCHOPEDAGOGICS DIDACTIC PEDAGOGICS	FUNDAMENTAL PEDAGOGICS	
Express psychic life of Refer to teaching and the child-in-education learning activities of a child and adult in a	Express fundamental educative essentials in terms of:	
situation		pedagogic

Relationships

Becoming   Sequence
Teaching
Learning   Aim
Content

Activities

Learning

HARMONIOUS MOVEMENT OF MOVEMENT OF EDUCATIVE ESSENCES	DISHARMONIOUS EDUCATIVE ESSENCES

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HARMONIOUS EDUCATIVE              DISHARMONIOUS
EDUCATIVE
DYNAMIC                           DYNAMIC
    │                                 │
┌───┴──────────────────────┐  ┌───────┴──────┐
│ DESIGNING EDUCATIVE PRACTICE │  ORTHOPEDAGOGICS │
└───┬──────────────────────┘  └───────┬──────┘
    │                                 │
┌───┴────┐          ┌─────┐   ┌───────┴──┐      ┌──────┐
│ THEORY │          │PRACTICE│   │ THEORY │      │      │
PRACTICE │          └─────┘   └────────┘      └──────┘
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