

SUMMARY
THE DISHARMONIOUS TEACHING SITUATION:
GUIDELINES FOR ORTHODIDACTIC PRACTICE

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The aim of this study is to reflect on the practice of providing orthodidactic help. This is motivated by the fact that, in more than one respect, this practice does not always rest on a sound theoretical ground, the origin of which can possibly be a narrow view of learning problems. Therefore, a reflection on a child with learning difficulties is given a high priority. On the other hand, this study is also aimed at providing guidelines for an accountable practice based on broadened insights into learning problems.

This study brings to light the fact that a child with learning difficulties is often approached as an isolated entity, thus, as disconnected from a disharmonious teaching situation. The latter is deemed to be essential for understanding and assisting such a child. A disharmonious teaching situation is described as a disturbed interconnection among the essences of educating, teaching, learning, and the content with a resulting disturbed appearance of the essences of the lesson structure.

A disharmonious teaching situation is a degenerate harmonious one, and since it is a primary responsibility and task of orthodidactics, some implications which follow are:

- Orthodidactics is not an essence-disclosing science, but is an interpretive science;
- Because of its practical questions, orthodidactics is a particularizing science. Pedagogical essences are particularized with a view to actualizing a harmonious teaching event;
- A categorical pedagogical structure is an essential foundation for an orthodidactic practice which is accountable.

A precondition for providing guidelines for an accountable orthodidactic practice is knowledge of what constitutes a disharmonious teaching situation. By means of a macrostructural analysis of the educative situatedness (i.e., the teaching situation) of the neurologically handicapped, the affectively disturbed and the mentally handicapped child (as examples from three frequently occurring causative areas of learning problems), the following factors are proposed as possible constituents of a disharmonious teaching situation:

- Disharmonious pedagogic relationships;
- Affective distress;
- The experience of being different;
- Inadequate actualization of cognitive potentialities;
- Inadequate learning results;
- Incorrectly anticipated didactic lesson designs.

Against the background of a disharmonious teaching situation, several guidelines are provided for designing a lesson for orthodidactic practice. It is evident that all aspects of the lesson structure must be particularized and refined in terms of orthodidactic teaching aims.

Since an orthodidactic lesson design aims to eliminate a disharmonious event of double unlocking [teaching-learning], accurate information must be obtained about the psychic life of a child with learning problems, and especially the level of the actualization of learning and learning results. Therefore, guidelines are provided for interpreting certain diagnostic media [tests] against the background of a disharmonious teaching situation.

An orthodidactic lesson design, which is accountable is only possible when didactic facts are subjected to orthodidactic considerations. These considerations must occur in terms of the image of a child's actualization of his/her learning as well as an image of his/her learning results.

To apply all this information in practice, it must be organized into an orthodidactic lesson model which must include pedotherapy, learning readiness programs, and corrective teaching as strategies.

This study is concluded by presenting an example of an analysis of a disharmonious teaching situation, followed by an orthodidactic program of providing help and an eventual lesson design.