

## SUMMARY

The aim of this study is to explore orthopedagogically, the possibility of educative failure in the second order, formalized school situation. The primary question is which restraining moments of an educative dialogue might contribute to the inadequate participation in an educative event at school of a child, a teacher, or both. This multidimensional question can only be answered tentatively with reference to the most recent orthopedagogic and orthodidactic insights into the reciprocal nature of a disturbed “dialogue” between adult and child, which can lead to a disharmonious dynamic of educating, and of teaching.

The central point of departure is the postulate that schooling would be a meaningless obligation in a child’s life, if it did not contribute to an educand’s attainment of adulthood. Learning effects should not merely be equated with academic successes. The authentic quality of realizing the aim of educating, via the essences of a lesson structure, thus, should be subjected to critical evaluation. This task can only be accomplished by a “particularizing” interpretation, and convergence of relevant pedagogical categories, and essences, which are selected from the totality of the existing structure of pedagogical theory, and which are deemed to be the most useful, and economical illuminative means of thinking about the problem in question.

A child’s psychic life potentialities are viewed as a totality of inseparable ways of being, which constitute his/her potentialities for personal unfolding, by which the scope of a teacher’s task of accompaniment becomes clear. Learning problems are viewed as a manifestation of inadequate personal unfolding, and emerge as a gap between the actual, and the possible levels of a child’s learning and becoming adult, under an adult’s accompaniment. The totality-character of this task of an adult’s accompaniment is emphasized with respect to its inseparable pathic-affective, gnostic-cognitive, and normative-meaning giving aspects.

The possibility of a disharmonious dynamic of educating and of teaching has necessitated a conceptual clarification of the

relationships among “educative problems”, “teaching problems”, and “problems in becoming adult”.

Educating, by way of teaching, is help with elevating the level of attributing meaning, and no teacher should ever involve him/herself educatively with a child without purpose. From a psychopedagogical perspective, the educative aim can be described tentatively as a never-completed, self-accompanied, level integration of affective, cognitive, and normative potentialities of assigning meaning.

Alienation of a child’s affective, cognitive, and normative potentialities for personal unfolding, then is linked, in a broad spectrum, to the possibilities of inadequate affective, cognitive, and normative accompaniment in a lesson situation. How the quality of actualizing the essences of a lesson structure might be related to learning problems is explored hypothetically by means of a microstructural evaluation of examples of lesson practices. The entire spectrum of a teacher’s lesson planning, preparation, and design constitute the field within which teaching problems can appear.

The study is concluded by an exploratory empirical investigation, of limited scope, designed to determine the actual attribution of meaning of a group of Standard Nine (11<sup>th</sup> Grade) pupils to their school situation. With few exceptions, the existence of the facets the disharmonious dynamic of educating and of teaching anticipated theoretically are confirmed. An individual pupil is selected for a closer orthopedagogic evaluation, and situation analysis, by which the complexity of the problematic of (inadequate) accompaniment to personal unfolding is underlined once again.