

FOREWORD

The problem underlying didactic-pedagogical theory building can and should be approached from various angles and perspectives. Viewed as a whole, this involves the pedagogical aspect in so far as the pedagogical is manifested in the phenomenon of educating as a didactical matter. The implication is that the educative event is never actualized without teaching and, hence, neither educating nor teaching can appear as separate entities in a description of the phenomenon of educating.

For theory construction in didactic pedagogics, as an autonomous discipline in the scientific structure of pedagogics, this is of fundamental significance because it defines the path of thinking in describing “didactical” pedagogics. This implies that didactics (didactical thinking) is pedagogical thinking, i.e., the theory construction must show how educative action is realized in teaching.

If this fundamental fact is ignored in constructing a didactical theory, this means that the activity “to teach” (*didaskhein*) is reflected on separately, which not only introduces an unsettling distortion of the reality of educating, but the validity of such scientific findings deservedly can invite sharp criticism. The history of didactical theory construction shows, *par excellence*, a defect in perspective in this connection to such a degree that a student often doubts if the contributions from various reflections, indeed, are dealing with the same reality.

The theoretical consequence of such an approach necessarily discloses teaching as an attendant or adjunct of educating, i.e., about which non-pedagogical pronouncements can be made, e.g., under the banner that teaching is actualized in school as “forming”, which, in each case, is a life category **next to** “educating” on which separate and isolated work can be done.

On the other hand, a look at the whole area of educational research is particularly attenuated by this approach because the relevancies of other perspectives to the course of teaching will not be

considered in writing a didactic-pedagogical theory. If we accept that pedagogical thinking implies essence thinking (Landman), then such an approach leaves out something essential from the pedagogical as a science.

Problems such as the above are not formulated further for didactical pedagogics in what additionally is offered here. Still, it is a problem for students of didactical pedagogics to bring together the various streams of thought and interpretations, and to integrate them into their general studies of pedagogics. For those who want to teach, orientation in this respect is necessary; for those who must take the lead in the organization of teaching practice, it is indispensable. Indeed, a person looks back and ahead from the contemporary, the present, with the aim of interpreting standpoints, considering possibilities, and ultimately integrating insights. Not one of these aspects is an obvious matter in constructing a didactic-pedagogical theory. The reason is that teaching cannot be delimited to the domain of a skill, however feasible this might appear to be.

Therefore, this study involves the explication of some radical, fundamental questions in the construction of a didactic-pedagogical theory which, logically and necessarily, **must** result in a lesson structure. Theory building is not a matter of a theory about a theory. If one has come this far, the artificial separation of theory and practice dissipates, and is replaced by insights (theory) **about** a practice.

Pretoria
January 1972

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