

CHAPTER II THE TEACHING AIM*

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1. INTRODUCTION

1.1 What is a didactic-pedagogical situation?

The teaching aim is an aspect of the didactic-pedagogical situation, and we look at what it involves. A didactic-pedagogical situation only exists between an adult and a not-yet-adult. In it, an adult **instructs** a child with the aim of promoting his/her **becoming adult**, and gradually bringing it about. It also is known as **an educative teaching situation** in which a child is taught (by implementing the lesson structure) what will contribute to his/her **becoming a better person**, e.g., life contents, learning contents, facts, or skills (also subject contents). Therefore, in striving for an aim, a broad perspective is taken in that what is taught must also be **life contents** for a child. Disconnected facts, tables, etc. are not of much value unless they are also viewed in the context of life.

1.2 Approach to the teaching aim

Is it a teacher's aim, in one way or another, to just put a lot of facts "between a child's ears" so he/she can remember them long enough to reproduce them on a test, or examination? Is the task then completed? Or, if a child has acquired the necessary knowledge, will this knowledge itself do something (called forming) to him/her? In principle, one can only accept an aim which is **didactic-pedagogically accountable**. Stating and formulating an aim flow from this, and the practice of giving a lesson is created in terms of it. In an educative situation at school, awareness of the aim functions **before** as well as **in** the educative situation. This aim determines the **contents** taught. The contents are the bridge between the **lifeworld** of a child and that of an adult. A child

* Also see Chapter I.

progresses on his/her way to his/her adulthood in terms of contents (subject contents).

2. TEACHING PRACTICE AND STUDENT TEACHING

Teaching practice is a **practical** matter. There are many theories about the structure of a lesson, but theory must be converted into actions which, in responsible ways, give rise to a teaching-learning situation. Gradually, a student teacher discovers the structure in an actual teaching-learning event which will make him/her an **expert educator**.

It is important to remember that a student teacher must put into perspective a new approach to the didactic situation. Earlier, he/she was a pupil and now he/she is a student teacher. A didactic situation, thus, is not entirely foreign to him/her, since in his/her school days, he/she was involved in and became acquainted with practical teaching. The difference is that, as a pupil, he/she had no role in **planning** a didactic situation. As an aspiring teacher, he/she now is the **planner**, and is going to **prepare** and **present** a lesson in terms of theoretical knowledge; this lesson will be analyzed critically by **him/herself**, fellow students, supervisors, teacher(s), and/or the principal. Therefore, he/she must immerse him/herself in and study the tasks and responsibilities of a teacher, especially regarding the lesson presentation (lesson structure) and particularly the teaching aim. This study leads to proficiency in giving a good lesson.

The general practice of teaching is the practical component of pedagogics. It flows into subject-didactics (the particulars which are studied in the subject area). Without this, the theoretical component of pedagogics has no meaning.

To arrive at an effectively prepared and presented lesson, the students at Gold City Teachers College are required to become thoroughly familiar with:

- (i) The primary school level of teaching which is divided into a junior and a senior phase;
 - (ii) The secondary school level of teaching which, for us, includes the junior phase (seventh grade).
- (See T.O.D., 1972).

In addition, the students must also be able to formulate aims, know all the components of a lesson, and be able to distinguish among the different phases of the course of a lesson. If didactic theory is not understood, practical difficulties can arise. A teacher who enters a classroom to see how things/lessons/presentations are going to develop, without knowing **precisely what** he/she is going to teach, and **how** he/she is going to give a lesson, is not acting responsibly. He/she must realize that planning and preparing (the lesson aim) are part of giving a lesson. Equally, continual lesson evaluation (by a student teacher him/herself, supervisor, etc.) is an integral part of teaching.

A teacher must continually determine how successful his/her lesson is, and the **teaching aim** plays an important role in this evaluation. (It is important that student teachers be given an opportunity to listen to their own lessons, identify, and indicate components, determine if the **learning aim**--which is discussed later--is attained, etc. Here micro-lessons play a large role at the College).

The importance of the teaching aim is clear from the following view:

" A lesson is a clearly defined whole of activities directed to aims. It is a whole of teaching-learning situations" (Maarschalk et al., 1976, p 7). However, it must be understood that all aims cannot be attained in one lesson. More often, the teaching-learning activities of a lesson run through other lessons, such that the aim can only be reached after a series of lessons. (In a specific lesson, it is especially the **lesson aim** being striven for which is in force).

3. THE LESSON AS A COHERENT WHOLE (Key questions)

Van Gelder (1972, pp. 27-28) formulates several key questions for clarifying the underlying concepts and relationships of a lesson.

(i) What do I want to attain?

This is the central question of this paper. What is my aim? The answer refers to an aim to be striven for. Formulating an aim is of fundamental importance. Will I have the pupils list the steps in the water cycle after concluding one, or two, or perhaps three lessons, etc.

(ii) Where must I begin?

Here, the question is "Who are the pupils, and what do they already know?" This is called the beginning situation. To reach an aim, one must proceed from a certain beginning point. In treating a topic, e.g., it will be determined from the syllabus what the children already know or ought to know. The latter can be recalled in the lesson phase called actualizing foreknowledge, and a teacher can then determine if they possess this foreknowledge. Here, a starting point is found for the stated aim. Thus, an aim should not merely be written down; it must be **planned and thought through**.

(iii) How am I going to teach?

Here, the **form** of the lesson is considered, and the **aim** also **speaks** clearly because, to organize the teaching situation, one must keep in mind the aim one wants to achieve with the pupils. Aspects such as selecting, reducing, and ordering the learning content, the best didactic ground -forms, the learning activities (modes of learning), and teaching and learning aids are considered here. (Other chapters attend to these components).

(iv) How do I carry out my plan?

A teacher now determines teaching strategies, always with the stated aim in view.

(v) What is the result of my teaching activity?

This is evaluation. Here, it is determined how much progress has been made from the beginning situation toward achieving the stated aim. Thus, we note that the importance of the aim remains throughout the entire event.

Students can apply these key questions to available lessons (videotapes) and learn to know and identify the role of the lesson aim as well as the other aspects of a lesson.

Viewed globally, Van Gelder says that, in a teaching-learning situation, these questions refer to a **tension between an existing situation and a stated aim, or desired situation**.

4. THE BEGINNING SITUATION

The beginning situation noted above must be explicated further. In each lesson, there is **an aim, a beginning situation and learning content**. A beginning situation refers to the entirety of information which must be considered regarding the pupils' involved in a teaching-learning situation.

Among other things, a teacher should know the following about his/her pupils:

(a) What and how much knowledge and skill do they have at their disposal regarding the learning content of concern. Here school and home background also are important;

(b) What is their intellectual ability, their zest for work, their motivation (very important), etc.;

(c) What are they interested in, and what are their value orientations. Once again, home background also is relevant. (Maarschalk et al., 1976, p 16).

To attain the desired aim(s) in terms of a child's behavior or products, the learning content, and the aim must be linked with a child's **already acquired knowledge**, and with his/her experiential world. Thus, the familiar point of departure, "from the known to the unknown", must hold as far as possible. A child's motivation is very important, and is influenced by various factors in the beginning situation: the time of day or week, classroom climate, physical circumstances (size of the classroom, and the number of pupils in it), etc.

5. ASPECTS OF CONCERN IN FORMULATING THE AIM

5.1 Introduction to formulating the aim: proper adulthood as the educative aim.

To become a person is to fulfill a life task, and this is related to the didactic-pedagogic situation, and the aim of educating. Each person should realize that he/she is called on to execute tasks which constitute his/her life task of becoming a person, i.e., to reside humanely and with dignity in the human world (Van Zyl, 1973, p 196). Through educative intervention, a child must gradually become a proper adult; to become what he/she ought to be.

In concrete life situations, a child and, especially a teacher, is involved in one or another activities: he/she acts, talks, thinks. However, this should be done in meaningful ways (i.e., be goal-directed). Thus, a child gives expression to his/her adulthood through **responsibly** and **judiciously** acting in terms of and meeting the demands of propriety.

Being-responsible is a fundamental principle of being a person (Landman, 1975, p 53). A teacher must be able to **account** for what he/she **does, says, and thinks**. Striving for an aim should be meaningful. To give expression to such humanness, a person must have at his/her disposal basic **knowledge, skills, norms, and beliefs** (Van Zyl, 1973, Chapter VIII). Knowledge of the lesson structure is important in undertaking a lesson with an aim in view. Along with this are skills such as language control (talking, reading, writing), which can be used to attain the aim. Norms (demands of propriety) and values continually speak to an educator, and through him/her to a child (especially in a lesson or series of lessons). He/she knows that a child does not have the power to become a full adult on his/her own; therefore, the norm-image of adulthood is talked about. He/she respects another's human dignity (also a child's) and expresses neighborly love. In such ways, his/her life and world philosophy are embodied in planning a lesson. His/her **deeds** show that, with words in an educative situation, his/her philosophy will be transferred to the not-yet-adults.

If adulthood is stated as an educative aim, this means a child must be **helped** by fellow persons to acquire a grasp of knowledge, skills, values, and beliefs. He/she has a need for the **guided assistance** of a person (educator/teacher) who already has acquired this knowledge to a reasonable degree.

5.2 Educative teaching (what must be kept in mind as an aim)

Generally, a teacher's living example of adulthood has a more lasting value than direct intervention with a child with the aim of educating him/her. This means he/she should exemplify adulthood (as his/her educative aim), not only in the classroom but also on the sports field, in social life, in public, and private life. Therefore, in proper ways, he/she should speak with children, respect each child (then they also will respect him/her), not lose his/her self-control, not improperly spank a child, not use language poorly or sloppily, etc. He/she **lives** his/her adulthood in front of a child and, thus,

gives him/her something which is worthy of emulation. He/she educates **while** instructing them and letting them feel safe.

To do justice to educative teaching, an educator also must consider the following aspects of the educative aim (normative adulthood) as stated by Landman (1975, pp 5, 34-40, et seq.):

1. Meaningfulness of existence
2. Self-judgment and self-understanding
3. Respect for human dignity
4. Morally independent choosing and responsible acting
5. Norm identification
6. Outlook on (philosophy of) life.

The author only indicates that an **outlook on (philosophy of) life** is not listed last by accident. All the previous aim-essentials, pedagogical activities, relationship, and sequence structures culminate in an outlook on life. In his/her educative activities, an educator must keep in mind **norms** and **values**, i.e., an outlook on life. "The outlook on life determines for the educator how he will view his doctrine of educating It must lead the child to eventually be a proper [Christian] adult" (Landman, 1972, p 98).

5.3 The relationship between teaching and the educative aim

Much has been written and said about educative and teaching aims. In school practice, and in some teacher training institutes, a distinction is made between **direct or teaching aims, and indirect or educative aims**. The first especially involves instilling knowledge, proficiencies, and skills, and the latter is concerned with the pupils acquiring certain norms and values in gradually acquiring a greater degree of adulthood. Regarding the relationship between educative and teaching aims, Oosthuizen (1973, p 34) notes:

"A separation instead of a distinction between the teaching aim, as objective aspect, and the educative aim, as subjective aspect, will necessarily influence one-sidedly the one or the other", [and will disrupt the balance between them].

An **expert teacher** must maintain the needed balance among subject knowledge, knowledge of the educative reality, and one's own

outlook on life in intervening with and guiding a child, if he/she is to purposefully integrate these aspects (Landman, 1977, p 2).

5.4 Teaching aims: Different classifications

A way of arranging teaching aims which is generally accepted, distinguishes aims in:

- (a) the cognitive or intellectual domain;
- (b) the dynamic-affective domain (feelings, motivation, and interests; and
- (c) the psycho-motor domain (motor and sensory skills) (Calitz and Gresse, 1977, p 8).

Block distinguishes the following learning aims in his attempt to offer a classification:

- (a) Phases of the course of learning (knowledge, insight, applying, and integrating);
- (b) Objective cultural content (facts, concepts, relations);
- (c) Levels of transfer or levels of subjective culture (typical subject forming).

In his work, "Taxonomy of Educational Objectives--cognitive domain" (1956), B. Bloom distinguishes the following levels:

1. Knowledge (recalling specific and universal knowledge).
2. Comprehension (material or ideas which can be transferred).
3. Application of acquired knowledge.
4. Analysis (break down a complex matter into its components).
5. Synthesis (unite components to make a whole).
6. Evaluation (qualitative and quantitative judgment with respect to a standard).

Better motivated theoretically, and more recent is the Structure of Intellect Model of Guilford, as described by De Corte (1974, p 6). The following aspects are distinguished:

1. Apperception of information (Memory of knowledge).
2. Recognition of information (Memory of knowledge).
3. Reproduction of information (Memory of knowledge).

4. Divergent production of information--divergence.
5. Convergent production of information--convergence.
6. Evaluative production of information--evaluating.

5.5 The teaching aim: Van der Stoep

From the above, there are a variety of opinions about aims, and the Lesson Structure Committee at the Gold City Teachers College accepts the views of Van der Stoep and his co-workers with respect to establishing a teaching aim. This is considered briefly.

"From the contents that the children must learn, a teacher formulates a teaching aim from which emerges a learning aim for the children to attain. One also is able to talk about a lesson aim a teacher has of stimulating the children to attain the learning aim." (Van der Stoep et al., 1973, p 29). Thus, here there is a distinction between a **lesson aim** and a **learning aim**.

5.5.1 The lesson aim

This has to do with the **total** role played by a **teacher** in presenting the teaching contents. It refers to that aspect for which a teacher is responsible, what he/she is going to do him/herself regarding the learning contents, so the learning aim can be attained. He/she plans the presentation of the learning content.*

Because he/she has an aim in view, he/she has the responsibility of explaining in the lesson aim how he/she will attain it. This aim culminates in the fact that he/she expects the pupils to learn and, thus, he/she also has a learning aim in mind. The matter around which this lesson aim revolves is the learning content. The learning content must become the pupils' own possession by including it for them in the lesson aim, by thorough preparation, after the meaning of the content is laid bare (reduced) to disclose its inherent meaning for them. His/her presentation must be such that the learning aim is met, i.e., that a child can discover, in terms of the way a teacher presents it, the meaning which is inherently unique to the content. If a teacher deals with the content arbitrarily, he/she is not accountable to a lesson aim which fits into a whole series of teaching aims.

* Therefore, he designs a **lesson plan** so that he can teach and educate.

A teacher guides and supports the instructional situation in designing a **lesson structure** in such a way that the inherent meaning of the content can be expressed. He/she knows the lesson is going to revolve around this essential, and the initiative cannot be left to a child. Three aspects, which are especially discussed in the lesson aim, are:

- (i) **Reducing** the content (this is the first and most important aspect of the lesson aim);
- (ii) **Stating the problem** to which a teacher has come;
- (iii) **Ordering** the content.

These concern a teacher's **planning**, which branches off into the learning aim. This learning aim **must be** within the **possible grasp*** of the pupils. Essentially, the lesson aim can be summarized as “an attempt at **guiding** the **actualization** of learning in the didactic situation.” (Van der Stoep et al., 1973, p 48).

In his/her lesson aim, a teacher also plans the didactic ground-form, didactic principles, principles of ordering the learning material, teaching methods, didactic modalities, and modes of learning. Each of the six phases of a lesson planned are also viewed by Van der Merwe (1972, p 2) as a lesson aim [See Chapter III].

Now that the lesson aim has been discussed in broad terms, for our purpose it is important to give examples of lesson aims, according to Van der Stoep, to plan a lesson:

In the lesson plan, there is an explanation of **what is aimed at with the specific lesson**. This is not merely transcribing a theme from the syllabus. The aim must be integrated with the pupils' foreknowledge of the theme. The theme must be differentiated, e.g., into several sub-themes* for a lesson, or a series of lessons, e.g., The Industrial Revolution. One sub-theme from this, "some consequences of the Industrial Revolution", can be used as a lesson aim. The lesson aim then is precisely formulated so the teacher will know what he/she is going to look for in the evaluation. This means that only by deciding on a lesson aim can the theme become delimited and refined. (This is an important step in reducing the

* Level of becoming

* Therefore, a particularization of the subject content is required.

learning contents to their essentials). Van der Merwe (1977, p 62) illustrates this refinement with respect to history:

- (A) **MACRO-ANALYSIS**
- (i) Historical reality compiled into a syllabus is particularized by a **macro-analysis** of a **syllabus theme**.
 - (ii) Through **macro-analysis** a teacher refines the syllabus theme to a **lesson theme**.

(B) **POINT OF CONTACT** (Learning relationship)

- (C) **MICRO-ANALYSIS**
- (i) **Lesson:** Refine the lesson theme by a **micro-analysis** to **fundamental** concepts and relationships, delimit a lesson, and learning aim, and design a lesson.
 - (ii) **Lesson theme** (In my view, preparation). The formulation of the lesson aim must be concise, and accurate, e.g.:
 - (a) The story in the poem "Barefooted little colored boy" by I. D. du Plessis.
 - (b) The power of true hope in Christ as this arises in the purification of the lepers.

In the two examples, the exposition will be directed, respectively, to the **story** and to **power**.

Besides this, the lesson aim also proclaims the type of lesson:

- (a) **Appreciation lesson:** A child must appreciate.
- (b) **Experimentation lesson:** A child must perceive and describe;
- (c) **Explicatory lesson:** A child must understand and grasp.

- (d) **Demonstration lesson:** A child must perceive and act.
 - (e) **Drill and exercise lesson:** A child's acquired insights must be firmed up.
- (Van der Stoep, 1973, pp 96-101)

It is evident how the above types of lessons are presented, especially in the **primary school**. The modes of learning (lesson relationships) are prominent during the lesson. Each type also shows a homogeneity with respect to the use of teaching and learning aids, and the unique nature of evaluation. However, it must be remembered that a lesson can also be a combination of the above types: for example, a child can appreciate and understand because understanding promotes appreciation.

5.5.2 The learning aim

This concerns the role the **pupils** are going to or must play to attain the desired learning and teaching effect. Here, a teacher **plans** the pupil's **learning activity**, what he/she eventually will be able to do, as **learning gain**, to properly master the learning content. It is the **learning activity** or learning participation for which a child will be responsible in the teaching situation.

If a teacher "presents" or "handles" the learning content arbitrarily, a pupil will not know what it revolves around, and his/her motivation to learn it will be lacking. The **learning aim** is directed at trying to guarantee, as far as possible, the pupils' **self-actualization** (self-learning in the lesson structure). To accomplish this, a teacher must first guide their learning activities with the aim that effective learning (self-actualization) will occur.

The **learning aim** links up with **stating the problem**, which is brought to the fore by **reducing** the content in the **lesson aim**. This problem must be placed within the experiential framework* of the pupils' lifeworld, and their experiential world must be thoroughly considered so the problem will be relevant to them. The question must not be unfamiliar in their lifeworld. Van der Stoep (1973, pp 49-54) provides a broad discussion of effectively stating a problem.

* The pupils' level of becoming.

The lesson aim cannot be a learning aim for a child. Merely announcing a lesson theme by a teacher does not **call** and **direct** a child to achieve. He/she is not going to exert him/herself to master the lesson theme.

Now, by a learning aim we understand **what the pupils must attain**. It is insight into and understanding of the essentials of the theme which will be meaningful to the pupils. Among other things, a teacher selects examples which can reflect the lesson aim to the pupils. It also can include concepts which they must understand.

Examples: (Van der Stoep, et al., 1973, pp 184 et seq.)

First example (Geography: introduction to map work):

Lesson aim: To unlock or present the concept "direction" and to firm up its description.

Learning aim: To provide an answer to the question, "What is direction and how can one describe it?"

Second example (Mathematics: greatest common divisor and least common multiple of algebraic expressions):

Lesson aim: To arrive at a synthesis of algebraic expressions by factoring and by correctly defining the concepts "greatest common divisor" (GCD) and "least common multiple" (LCM).

Learning aim: To effectively implement the concepts "least common multiple" and "greatest common divisor" in such problems as combining algebraic factors and by using these concepts insightfully in additional problem situations.

Third example (Afrikaans: literature):

Lesson aim: The striking imagery in the "Ballad of Grayland" by D. J. Opperman.

Learning aim: To sharpen insight into the way a creative poet goes about characterizing persons in their regular day-to-day existence in the city.

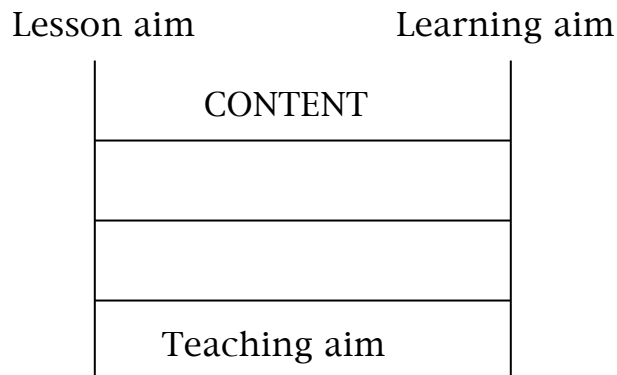
(Additional attention was given to formulating learning aims).

5.5.3 Connecting factor: teaching content

The lesson aim and the learning aim are connected and made meaningful by the teaching content which crops up in the lesson situation. Teaching is done in terms of content. Specific content is prepared, transformed, and kneaded by a teacher as an aspect of his/her preparation. His/her aim is to disclose the meaning of the content, to interpret it so a pupil can make it his/her own possession.

Regarding the lesson aim, the learning aim, and the learning content, Van der Stoep (1972, p 145) says:

"We must clearly understand that whenever and wherever a lesson structure crops up, two broad lines are indicated. Schematically, this describes the image of a lesson. One leg of the lesson symbolizes the teaching aim*, the other the learning aim, while the rungs indicate the content by which the two legs are related to each other. This relationship of teaching and learning aim makes the educative (and teaching) aim not only meaningful but practically possible." This is represented schematically as follows:



6. GUIDELINES FOR FORMULATING TEACHING AIMS

* Lesson aim.

Without first answering the question "What do I want to attain in this lesson?" no additional planning can be done. The largest part of **lesson planning** is completed when the aim is **clearly and unambiguously** formulated.

Each student teacher must be guided (in practical sessions) until he/she can do the following:

- (a) Identify aims which meet the requirements of a well-formulated aim;
- (b) list the demands which a well-formulated aim must meet;
- (c) state what it means to be able to formulate a lesson aim **in operational terms**;
- (d) identify and improve poorly formulated aims and questions. (Maarschalk, et al., 1976, p 12).

Once again, it is emphasized that **a lesson aim refers to the result of successful instruction**. It is a description of the **changed behavior** or the **product** indicating that **learning** has occurred.

6.1 Requirements for a well-formulated aim

With reference to 6(b) above regarding the student teacher, Gerlach and Ely (1971, pp 49 et seq.) state the following requirements for formulating an aim:

1. It must be formulated in terms of the **learner's behavior**;
2. It must be formulated in terms of an **observable behavior** or product;
3. Formulating the aim also must indicate the **conditions** which the expected behavior or product must meet, or the **circumstances** under which it is attained;
4. The **standard** or **level** of a pupil's behavior must be stated. For example, the **quality** of a product must be indicated.

In this regard, Van Gelder provides some guidelines and says:

"... a learning aim must be formulated in a form that explicates what a pupil is able to do when he achieves it." (1972, p 67). According to him (1971, pp 17, 67, 68), this can be explained as follows:

1. Make use of verbs to indicate the pupils' **observable activity** or **actions**. For example: write, list, indicate, recognize, compare, show, point out differences, calculate, construct, describe, identify, order. Among others, **vague** words and expressions are: know, understand, have knowledge of, etc.;
2. As concretely as possible, indicate to which **content** or **categories** of contents the pupils must direct their activities. (Reduction of learning content). That is, to what learning contents must the pupils be able to apply the designated behavior;
3. Where possible, the **conditions** of the aim the pupils must acquire should be indicated in the formulation.

These conditions can be specified as follows:

- (a) **Information** which will be provided or recalled. E.g., when a pupil must calculate regarding a geometric figure, certain information [formulas] can be provided or recalled. Information: This is an equilateral triangle. Recall/measure: what are the characteristics of the angles?
 - (b) **Aids** or **material** the pupils might use (protractor, sources of information such as charts, tables, dictionaries which might be available).
4. In formulating an aim, a description must be given of the **minimum achievement** which is considered acceptable. Important aspects here are:
 - (a) A **time-limit** must be indicated within which the anticipated achievement must be attained;
 - (b) An indication of the **minimum (percentage)** or number correct to be applied to a situation. (E.g., Pupils must list 40 bones of the human skeleton, must identify **all** the parts of a flower, etc.). Thus, we note that evaluation also must be kept in mind in formulating an aim.
 - (c) A description of the **degree of accuracy** which the achievement must show, e.g., with respect to measuring,

estimating, plotting, or geometric constructions, and historical or geographic facts. (Here a teacher keeps the pupils' level of becoming in mind).

5. Formulating aims also should describe the **minimum achievement** which can be expected of the pupils. (E.g., can write all decimal numbers in digits if they are written in words, but no more than 9 and 4 digits might be written to the left or right of the decimal point, respectively*).

If these requirements are met, the aim is formulated in **operational terms**.

6.2 A closer description of each aspect with examples (According to Calitz and Gresse, 1977, pp 10-12).

6.2.1 Pupil activities

To ensure that a teacher state the aim in terms of pupil activities, a simple test can be carried out with the question: "Who must be able?" To this the answer should be "The pupils must be able".

An ambiguous statement of an aim: "To have given a sketch of the life circumstances on the Eastern Frontier which led to the Great Trek". (This refers equally to a teacher's as well as a pupil's activity if the question is asked, "Who must be able".). In terms of the pupils' activities, it can read: "At the end of the period, the pupils must be able to sketch the life circumstances on the Eastern Frontier".

6.2.2 Observable activity or product

Terms such as "appreciate" and "know" do not refer to observable pupil activity, although they can possibly fully meet the first precondition (of section 6.2.1). According to this aspect, the description of the aim should be expressed in terms such that a teacher can **determine** whether the pupils have attained the aim.*

* This aspect usually is mentioned in the syllabus of the primary school.

* A difficult aspect in subjects such as Afrikaans (poetry appreciation), School Music (music appreciation), etc.

Example: "At the end of the period, the pupils must be able to list 8 reasons which led to the Great Trek."

This is an example of an observable **activity** by the pupils. The aim also must be described in terms of the **product** to be made by the pupils, i.e., when their activities must be expressed in the form of a **product**. Thus, a teacher is not interested in their activity as such, but in the resulting product.

Example: "At the end of the period, the pupils must be able to draw a map that the trekkers followed until they...."

6.2.3 Under what conditions/circumstances is the activity or product expected

If it is expected that the pupils must identify the leaves, of ten types of flowers which grow on the school grounds, this can be an aim for a biology lesson. However, the question is: Must they **identify** them on the flowers, from sketches, or detached examples, etc.?

In this context, **time** is a very important **condition**. After a 30-minute lesson, e.g., the pupils can be expected to write an essay in the following 30 minutes, or it can be given as an assignment for the following day. This means that **time** is an important **condition** for aim-striving, and it should be mentioned as such. (A teacher also must state this as a condition in the phases of a lesson: tempo differentiation).

6.2.4 The aim description must express the standard of the expected activity/product qualitatively or quantitatively

There must be an indication of **how many** points the pupils must attain, how many items he/she must be able to list, etc. If this is not mentioned, 100% achievement can become the implicit expectation.

Example: "At the end of the period, the pupils must be able to list or write down the reasons (**8 reasons**) for the Great Trek".

The **affective** aspect of learning requires more planning from a teacher regarding his/her aim-description. Once again, the pupils' level of becoming must be considered. In general, it is difficult to determine a standard of appreciation for music, a poet, or poem. Some pupils will show an extreme reaction while others can have a

deep lived experience, and yet give no observable indication because it is very subjective in nature. Rather, a teacher might find out later that the pupils themselves listen to good music or read poetry. However, with thorough planning and reflection, the problem can be overcome. Even so, this way of formulating an aim requires more time for preparation and planning.

7. CHOICE OF METHODS AND AIDS FOR ATTAINING THE AIM

The more specific and unambiguous the description of the aim, the easier it is to choose the appropriate methods, strategies, and aids for attaining the stated aim. Stating an aim operationally (in verb form), thus, is extremely important for developing the lesson further. As an indication, the following is given:

7.1 Statements which can have more than one interpretation:

To know, understand, appreciate, enjoy, and believe.

7.2 Statements which are not so confusing:

To write, recite, discuss, identify, differentiate, demonstrate, compare, construct, name, solve.

In addition to the above, a teacher must know his/her pupils because their intellectual abilities, their cultural background, milieu (restrictive or not), etc. will influence the teaching strategies, learning, and teaching aids which might be appropriate.

8. CONCLUSION: LIMITATIONS AND RECOMMENDATIONS

The author notes that the intention is not to give a complete report on teaching and learning aims. On the contrary, many aspects have yet to be given additional attention by the Committee on Teaching of the College Senate.

A very important aspect which commonly arises is the target group: to know the nature of the primary school child. This falls in the terrain of psychopedagogics, where special attention is paid to a child's **level of and continuous elevation in becoming** during his/her becoming adult. (A child has the right to be a child, but he/she may not remain one. His/her level of becoming must be elevated to adulthood). Here, attention must be given to the

psychic life of a child in the **reality of educating**. How does a child-in-educating **become** and **learn**? (Sonnekus, 1975, p 3). However, this aspect is beyond the scope of this paper.

Finally, it is important for a teacher to ensure there is a **functional relationship among the methods used, the contents, and the aims** before he/she can ascribe the results attained to the methods used. This can be relatively intuitive, but even so, an evaluation of such methods is necessary! The **degree to which a stated aim is reached** (this is what we mean by a lesson evaluation) is an indication of the successful use of strategies and aids. A teacher/student teacher must continually build on this in his/her teaching activities (continual evaluation).

9. TOPICS FOR GROUP DISCUSSIONS

1. Refine a syllabus theme into a lesson theme by a **macro-analysis**.
2. In terms of a **micro-analysis**, refine a lesson theme into fundamental concepts and relations.
3. Delimit a lesson and learning aim (See section 6.1).
4. Discuss the **types of lesson** in your subject which can serve as a **lesson aim**.
5. Formulate (lesson and learning) aims within which you clearly show how the following are brought up:
 - (i) Pupil activities;
 - (ii) observable activity or product;
 - (iii) conditions/circumstances under which (ii) is expected; and
 - (iv) standard of expected activity/product.

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