

CHAPTER VI  
LESSON PRACTICE:  
A PSYCHOPEDAGOGICAL ORIENTATION\*

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1. INTRODUCTORY REMARKS ABOUT LESSON PRACTICE

The life of each person is characterized by the fact that, in his/her everyday existence, he/she encounters situations which demand that he/she take his/her own position. We find ourselves in a world which, in its dynamics, movements, and changes is such that effort is required to meet the demands of the time. Fast change is observed in each area of life, of which there are many examples to be found in the areas of the political, economical, social-societal, cultural, and the scientific-technological.

It is this dynamic world in which everyone has the task and responsibility to find a standpoint for him/herself and to lead a meaningful life.

Immediately, the question arises about what the above remarks have to do with the theme of “lesson practice”. The answer is almost obvious, since lesson practice, for the purposes of this work, refers to the school as a societal institution for educating and preparing the upcoming generation to take a personal position and standpoint in a modern, complex world.

Although, in its origin, the school has a second order educative character and, in its essence, is an extension of the original

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educative situation of the home, it inevitably is on each child's path of becoming adult. The school has the task of carrying on and complementing the educating in the home, as well as the responsibility for explaining, unlocking, and making visible for a child the complex structures of reality to enable him/her to step up to them meaningfully. It is also well to understand that prominent educationists view the school as a way through and to life (Langeveld), or as that place which is a bridge between the world of the child and that of the adult (Van der Stoep).

The educative aim of the school is nicely expressed in the words of the noted educationist Waterink, i.e., "Whoever teaches, educates", or as Van der Stoep says, "the practice of educating, as an original given of being human, is continually realized in the act of teaching".

## 2. A TEACHER'S ACCOMPANIMENT OF A CHILD TO EFFECTIVELY ACTUALIZE HIS/HER PSYCHIC LIFE IN A LESSON SITUATION

### 2.1 The teacher as accompanier

It is strongly emphasized that when a teacher accompanies a child in a lesson situation, his/her educative and teaching tasks cannot be separated. The lesson situation, as a teaching situation, is purposefully planned and created with the exclusive aim of unlocking content for a child to promote, and even accelerate educating him/her to adulthood. By his/her teaching, which is preceded by thorough planning and preparation, a teacher tries to reach a child in such a way that he/she not only master the content but elevates his/her level of living. This means effective teaching is aimed at effective learning, also called the learning effect.

What does learning effect mean and how can it be realized by teaching? From a didactic-pedagogical point of view, the claim that, in his/her teaching, it is important that a teacher obtain harmony between form and content. That is, a teacher has the task of choosing and harmonizing the content, the forms of teaching (play, discussion, example, assignment, etc.), and the related principles of teaching, such that he/she can best unlock, make evident, and explain the content to a child. Thus, harmony

between form and content is essential for successful teaching. However, from a psychopedagogical point of view, to teach effectively, a teacher must strive for harmony between the course of teaching, and the course of learning. Thus, effective teaching must find its crowning in effective learning.

To return to the question of what effective learning is, and how it can be attained through teaching, we answer it in a two-fold way from a psychopedagogical perspective. Regarding effective learning in a lesson situation, this involves a child's answering the appeal of the teacher by learning. Effective learning assumes an adequate actualization of his/her psychic life potentialities by the child him/herself in a lesson situation, on the one hand, and the teacher's accompaniment, on the other.

A child's role in this actualization is looked at first. This involves an *aim-directed*, and a *willed experiencing* of the learning content, by which this learning material not only becomes *known*, but which the child him/herself also discovers and gives meaning (lived experience) to it. Such meaning-invested content becomes *possessed experience*, the *effect* of which is observable in a child's *behaviors*. As far as learning is concerned, this implies that the course of learning, as this is realized by the different modes of learning (sensing, attending, perceiving and more), are also effectively actualized. Thus, when a child's psychic life is adequately actualized (via experiencing, willing, lived experiencing, etc.) in a lesson situation, this means learning also has taken an effective course in terms of the modes of learning. When a child learns, the sense and meaning of the content are changed to sense and meaning for him/her, it is integrated with his/her possessed experience, and is eventually reflected in his/her behaviors. There is a real *learning effect* only when a child's *behaving* shows evidence that he/she is more mobile (flexible), shows greater skillfulness, can better choose and judge, i.e., he/she has moved nearer to the aim of educating (adulthood).

However, it is an undeniable and essential fact of his/her being in a lesson situation that a child's psychic life can only be adequately actualized under the accompaniment of a teacher. This brings us to the second part of our question, i.e., how the

effective actualization of the psychic life of a child, and with this his/her learning, can be realized under the accompaniment of a teacher. Before answering this question, we look at the nature and the “how” of accompaniment as such. Then, it is pointed out that a teacher’s accompaniment of a child in a lesson situation occurs in terms of the course of its phases.

As noted, in psychopedagogics, a distinction is made among three modes of accompaniment, i.e., affective, cognitive, and normative accompaniment. Each of these distinguishable but inseparable modes also are viewed as an adult’s modes of educative teaching.

In and through these modes of accompaniment, a teacher sets for him/herself the goal to not only teach effectively, but especially to ensure that a child’s psychic life, particularly his/her learning potentialities, are adequately actualized. If he/she succeeds in this, he/she fulfills the aim of educating since, by learning, a child also becomes different and, thus, his/her level of living shows a progression in the direction of his/her adulthood. To better understand each of these modes of accompaniment, we look at each, without omitting their meaningful coherence.

## 2.2 Affective or emotional accompaniment

As an interpersonal situation, a lesson is largely supported or impeded by the affective or emotional relationship between teacher and child. As the initiator of a teaching event, a teacher is responsible for establishing a warm, intimate, and trustworthy lesson climate, or class atmosphere. Such a class atmosphere is characterized by the participants experiencing and lived experiencing feelings of mutual trust, mutual understanding, and unconditional regard for each other. A lesson situation, within which a teacher, in his/her affective accompaniment of a child, succeeds in providing him/her with trust, shows an understanding of his/her being a child, and who actualizes his/her authoritative accompaniment in a sympathetic manner, creates a fruitful basis for a child to adequately actualize his/her psychic life. Particularly, this stabilizes a child’s emotional (affective) life, and he/she becomes emotionally ready to trustingly throw him/herself open to an adult’s teaching. A child who experiences and lived experiences this lesson climate as safe,

feels secure, is relaxed, is at ease, and shows the willingness to venture together with the teacher to the content.

We find examples of a teacher's emotional accompaniment in a friendly "lesson greeting", by which a child feels welcome, in a direct and accessible relationship with a teacher, where a child doesn't hesitate to ask questions, in congenial and consistent behaviors, which give him/her a clear idea of what he/she can expect, in encouragement, and consolation, when he/she achieves or fails, in a friendly and sympathetic smile or nod, etc.

In contrast, an unsympathetic, unfriendly, unyielding, insulting, supercilious, inconsistent, and authoritarian relationship\* by a teacher can labilize a child affectively, e.g., by promoting feelings of anxiety, tension, uncertainty, aggressiveness, unwillingness, rebelliousness, etc. and, in these ways, thwarts and even fails to support a child to effectively actualize his/her psychic life. When there is such an atmosphere, and such un-pedagogic activities in a lesson situation, the possibility for effective learning is reduced, and there is little elevation in a child's becoming.

### 2.3 Cognitive or knowing accompaniment

This mode of accompaniment rests on the foundation of a stable emotional accompaniment of a child. When he/she is adequately accompanied emotionally, and his/her emotional life, thus, is stabilized, it is possible for a teacher to accompany him/her on a cognitive or knowing level. It is almost obvious that adequate cognitive accompaniment is not possible without the thorough preparation, planning, reduction, ordering, and unlocking the learning content. Effective cognitive accompaniment, thus, implies a teacher knows what he/she is going to and wants to do, as well as how to reach his/her teaching and learning aims, via his/her teaching. This also implies that a teacher thoroughly considers a child's cognitive or knowing life.

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\* In this respect see the works of W. A. Landman and G. J. Van der Westhuizen regarding some educative relationships in a didactic-pedagogic situation that are included in the references.

This form of accompaniment is seen, e.g., in a teacher responsibly reducing content, explaining, ordering, elucidating, and systematizing content, answering questions, synthesizing in the form of blackboard diagrams, etc. It is primarily directed to actualizing a child's cognitive learning potential. Thus, a teacher must know a child, and have insight into how he/she actualizes his/her psychic life on a cognitive level, at this stage of life. Thus, a teacher's reducing, ordering, and explicating the same essential contents differs from grade to grade, and from one age group to another, since the level on which a child actualizes his/her cognitive life differs with each. Hence, as far as his/her cognitive modes of learning are concerned, for primary school children, they are still preponderantly attuned to a concrete-visual level, with a progressive movement to the more abstract in the senior primary school phase, while secondary school children move predominantly on an abstract cognitive level. In his/her cognitive accompaniment, a teacher is faced with the task of thoroughly considering these differences, or of running the risk that his/her lesson miscarries.

In this respect, if a teacher's cognitive accompaniment is not in harmony with a child's cognitive life, he/she is labilized on the affective level, the meaning of the contents remains hidden, and the wanted teaching and learning effects also are delayed. On the other hand, a teacher's effective cognitive accompaniment leads to a child's ordered cognitive life, a greater affective stability is brought about and meaningful learning occurs.

#### 2.4 Normative or meaning-giving accompaniment

The aim of a teacher's accompaniment in each lesson situation is to attain the learning effect. That is, he/she strives to offer the contents such that their sense and meaning speak to a child. In addition to a teacher unlocking the learning contents in a meaning-revealing way, a child him/herself also must invest these contents with sense and meaning. The question is how does a teacher accomplish this?

The way this happens is in the way(s) a teacher succeeds in adequately accompanying a child affectively and cognitively. If his/her accompanying indicates an affective stability and a

cognitive ordering of a child, he/she paves the way for meaningful, effective learning. This means that, because of a secure and relaxed lesson climate, and an ordered cognitive accompaniment, the affective is stabilized to an extent that he/she discovers the sense of the contents on a cognitive level and makes it his/her own. These contents he/she finds valuable and useful become possessed experience and bring him/her closer to the aim of educating.

In this respect, it is meaningful to heed that a teacher's example, his/her conscientiousness in performing his/her tasks of teaching, the norms, and values he/she exemplifies, and the understanding he/she shows about the actualization of a child's psychic life are "powerful weapons of educating" in his/her normative or meaning-giving accompaniment. Here, there is a pedagogical identification, which means that a child strives to be and to become like his/her teacher, because of his/her teacher's personal being, and because of his/her teacher exemplifying norms, values, etc. The importance of a teacher's personal being (psychic life), and of the philosophy of life he/she holds and exemplifies, cannot be estimated directly from his/her teaching.

By means of a synthesis, from a psychopedagogical point of view, the above three modes of accompanying, in their coherence, have special significance in the totality of a lesson event, and the child's effective actualization of his/her psychic life (i.e., his/her becoming adult), cannot be imagined without them.

Next, we attend to a teacher accompanying a child in the different *lesson phases*, i.e. to that situation in which a lesson takes its *course*. For each of the lesson phases, concentration is on a teacher's task in accompanying a child in the *stage* of his/her psychic life actualization, and what the accompanying involves.

For practical purposes, there is a distinction and differentiation regarding accompanying a child in a preprimary (toddler), a primary school phase (primary school child), and a secondary school phase (secondary school child).

Before discussing the psychopedagogical modes of accompanying a child in an age group in actualizing the course of his/her learning within the phases of a lesson (where applicable), attention is given to a psychopedagogical illumination of the different lesson phases. Each of these phases is described in terms of didactic-pedagogical findings, mainly by Van der Stoep and coworkers, after which psychopedagogical questions and illuminations are raised and discussed. This does not mean these lesson phases are always necessary in a specific lesson situation in practice, in general, for a specific child within a specific age group, or that they appear in a specific sequence.

Variations while teaching and learning (where applicable) are indicated for the primary school child and, to a greater extent, a toddler in a preprimary school situation.

A general discussion of the phases of a lesson, from a psychopedagogical point of view, however, serves a valuable purpose as an introduction to the problematic in specific learning and lesson situations where such lesson phases are later applicable.

### 3. LESSON PHASES: A PSYCHOPEDAGOGICAL PERSPECTIVE\*

#### 3.1 Actualizing foreknowledge

Didacticians agree unanimously that this is the first phase of a lesson, and such didactic-pedagogical assertions are not repeated here. The aim is to bring forth relevant foreknowledge, as meaningful starting points, and basic insights relevant to a “new” lesson. As such, actualizing foreknowledge means making relevant possessed knowledge present, with the aim of unlocking new cognitive content and, from a didactic-pedagogical perspective, this aim is very cognitive.

Viewed from a psychopedagogical perspective, the question immediately arises as to how such relevant knowledge content can

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\* Taken from M. C. H. Sonnekus, *The Teacher, the Lesson and the Child* with the permission of the publisher, University Publishers and Booksellers, Stellenbosch, and adapted for use in this publication.



be actualized and, more particularly, what the conditions are for this to happen, seen in terms of the possibility for self-actualization by a child. An additional question is what modes of learning might be actualized during this phase of a lesson?

In answer to these questions, first, it is indicated that actualizing foreknowledge is an appeal directed to the possessed experience of a child, which has been built on content invested with meaning. In this connection, it is this sedimentation of experiencing, which differs from child to child, depending on each child's unique hierarchy of lived experiencing meaning which, by virtue of his/her pedagogic situatedness, might even differ from the hierarchy of an adult. The previous and present adult (parent and teacher) accompaniment experienced by a child is of great importance, particularly the affective and cognitive modes of accompaniment which are experienced by a child as ways of being accompanied normatively.

As far as the modes of learning are concerned, a child actualizes him/herself as a total learning initiative and, thus, as a total learning potentiality, and the modes of learning must be seen as differentiations of this learning initiative. As far as actualizing foreknowledge is concerned, it is logical to expect that a child will place the relevant knowledge from his/her possessed experience in the present by remembering, as a mode of learning; remembering means placing in the present the meaningful lived experiences of the past (recalling the past in the present). The adequate self-actualization of such possessed experience, however, is subject to the self-actualization of the accompanying [i.e., sustaining] modes of learning, i.e., sensing and attending. From a psychopedagogical perspective, this means that during actualizing foreknowledge, a teacher must first stabilize a child's *lived experienced* sensing, which would include the already experienced or sensed content from the past, now re-experienced in the present. Equally important is making his/her attending possible, as a "lived" willingness to remain with, or concentrate on relevant possessed experience from the past, as well as on the new content which the teacher introduces (unlocks). The adequate actualization of foreknowledge, thus, implies an adequate self-

actualization of a stable sensing and attending, otherwise, the lesson may fail despite careful planning.

Further, during actualizing foreknowledge, the other modes of learning remain at a child's disposal. For example, a child can imagine and fantasize, but also perceive and think. From a psychopedagogical perspective, actualizing foreknowledge, as a phase of a lesson, means accompanying a child to a felt willingness to self-actualize the modes of learning, and to this felt willingness being experienced by him/her as a stable sensing.

### 3.2 Stating and formulating the problem

A familiar didactic-pedagogical pronouncement is that a teacher, in stating the problem, does so in such a way that it becomes a problem for a child him/herself. Thus, it is stating a question for a child him/herself. The psychopedagogical question which involuntarily arises here is how such stating the problem, as well as stating a question, is experienced by a child? What are the possible preconditions for meaningfully lived experiencing the problem, with a view to the self-actualization of the learning initiative by a child to solve the problem?

In connection with actualizing foreknowledge, depending on the extent of a child's lived experiencing of pathic-affective stability, in his/her experiencing, accompanied by his/her willing and knowing, he/she is predisposed to state the problem as a meaningful question for him/herself.

The problem stated by a teacher is not necessarily accepted by a child as his/her own. For the problem to become his/her own requires stability of the pathic-affective as a precondition and formulating the problem for him/herself is accomplished by way of his/her attending, alternating with perceiving. In this regard, there is reference to the didactic-pedagogical claim that, if a child accepts the question and formulates the problem based on his/her lived-experiencing, his/her own shortcomings or insufficiencies of knowledge, he/she is prepared to do so, if he/she is supported by a stable pathic-affective sensing, which can lead to attending. A child who, for whatever reasons, experiences the problem, together with lived experiencing his/her own insufficient

knowledge, as a labile pathic-affective lived experiencing, doesn't feel prepared to accept the problem, and he/she becomes so blocked pathically that he/she doesn't formulate the problem.

This anticipated acceptance of a problem by a child means elevating the level of his/her learning from a pathic-affectively initiated, pre-cognitive level of sensing, known as an a-conceptual or pre-conceptual level, to a more distanced, problem oriented, conceptual level, known as the conceptual level of learning. For this elevation to occur, a child must feel pathic-affectively prepared and, thus, lived experience *stability* in his/her sensing.

Within the context of this discussion of stating and formulating the problem, the concept of a "fruitful moment" is referred to as proposed by Copei, as well as Van Dyk (See references): Without going deeply into the matter of a "fruitful moment" and its place in teaching and learning, Copei defines it as "that moment in a teaching event when a learner displays his deepest and liveliest conceptions and creations of meaning (gestalts) which enable him to arrive at the solution of a problem"; this "moment" should be examined from a psychopedagogical perspective. Is it just a point or moment in time, does it occur repeatedly, or does it, of necessity, have duration? Psychopedagogically, it seems justified to say a "fruitful moment" refers to stages of a lesson during which a child, because of his/her lived experiencing as affective, stable sensing, *feels* him/herself *ready* to proceed to a more cognitive attitude via attending. Such stages must always be accompanied by a teacher, by which a child proceeds to him/herself formulating the problem, perceiving it and thinking about it. For various reasons, these stages also are changed by lived experiencing lability in sensing, by which *fluctuations in attending* occur which prevent meaningful concentration.

A few remarks on child *willing*, in relation to formulating and inquiring into the problem are deserved. A child's formulating and inquiring into the problem, directed at remedying his/her deficiencies in knowing, requires willful effort. Van der Merwe\* convincingly shows that child lived experiencing (affective,

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\* Van der Merwe, C. A. **Die kinderlike wilsverskynsel**, D.Ed. dissertation, U.P., 1974.

cognitive, and normative) codefines the *quality* of the strength or power of willing. This means willing accompanies child experiencing, and experiencing accompanies willing. If a teacher wants to accompany a child's experiencing, willing, and knowing to accept the experienced problem and to meaningfully live it as his/her own, then his/her accompanying must stabilize a child's affective lived experiencing and order his/her cognitive lived experiencing. Only then will a child *want* to engage in problem solving.

As far as anticipating the modes of learning is concerned, the important issue is that, with formulating and inquiring into the problem by a child, *thinking* is actualized as a likely and possible mode of learning. As such, all lessons coming to a child via stating the problem and problem inquiry, include the possibility of thinking, and all such lessons then are possible "thinking lessons".

### 3.3 Exposing the new content

Here the main concern is with presenting the new learning content by means of a teacher's teaching and by a child him/herself learning and discovering the new content.

Now, a pupil should feel prepared and open to learn to know and master the new learning content. From a didactic-pedagogical view, this especially concerns representing the essences of the content with a view to concept formation. This is accomplished by a teacher showing examples and by working together with a child. An example or exemplar serves an important purpose because it reflects the essences of the learning aim. It is strongly advocated that a child link this up with actualizing his/her foreknowledge and stating the problem by questioning him/herself.

From a psychopedagogical perspective, the first consideration is whether a child, during this phase, still feels ready and still experiences the new content in such a way that he/she wants to proceed. This means the lived experienced affective stability, as the foundation of this higher (more cognitive) level of learning, must continue to be present. At the same time, the possibility for

attending must be intensified to increase the possibility of lived experiencing *cognitive order*. In this way, a child can lived experience insight and, depending on his/her lived experience of cognitive order, this insight is *meaningful* to him/her. A child's lived experiencing cognitive order means *making-the-insight-his/her-own*, and the insight *congeals* in lived experience, after which it becomes *experienced insight* invested with meaning, and it continues to exist as possessed experience.

Also, didacticians advocate this lesson phase be the first checkup on insight and understanding before presenting additional learning content. This is a check on whether the essences of the exposed content are disclosed by the teacher's reducing the content. Psychopedagogically viewed, this is a checking of the state of the course of the lesson at this stage, i.e., it is a check on the harmony achieved between the course of teaching and the course of learning. This should be done by a teacher observing and evaluating, but even more so through the entire dialogue and encounter between teacher and child. This first check concerns the state of a child's lived experienced affective stability, of his/her attending and, thus, of his/her sensing. A teacher should also ascertain and check on the state of a child's willing and knowing, i.e., on his/her directed effort or intent as influenced by his/her stable (labile) affective lived experiencing and ordered (not ordered) cognitive lived experiencing. At this stage of the lesson, this checking is essentially a check on a child's lived experienced sense and meaningfulness of the lesson event and, depending on this checking, the further course of the lesson succeeds or fails.

### 3.4 Actualizing the lesson content

Didacticians agree that this phase mainly involves the pupils' control of insight into the essences of the content. Thus, here there is a reviewing of essences, summarizing, surveying (getting an overview), outlining (schematizing), and practicing *of* insight and or practicing *to* insight.

When trying to shed light on this important lesson phase, one thinks of the many contributions from psychology, each of which tries to explain, in its own ways, these didactic principles. Thus,

we think of imprinting and reproduction, known as the psychology of memory (Meumann, Ebbinghaus), of the associations or connections based on perceptual images (Herbart), of conditioning in the form of drill work (Pavlov), of trial-and-error (Thorndike), of animal insight (Gestalt psychology), of thinking (Lindworsky, Selz, Kohnstamm, etc.) and of cognitive and non-cognitive activity structures (Van Parreren). The practice of these as well as other psychological theories of learning was and still is applying the so-called laws of learning to a child, which leaves little room for an accountable didactic and subject-didactic theory. We warn against involuntarily, or even an unintentional return to the practice of application of learning theories which do not have their origin in life reality.

An additional question is whether psychopedagogics, as elucidated in this work, can shed light on the various didactical-pedagogical pronouncements and provide the teacher with a deeper and more thorough justification for his/her teaching practice. More pertinently stated, the question is what does *reviewing*, or *summarizing* mean; what is the basis of schematizing (outlining), of practicing, etc.

In search for answers, one must keep in mind that the various didactic principles mentioned are aimed at accompanying a unique child to self-actualize his/her learning and becoming within the reality of educating. More specifically, psychopedagogics is concerned with accompanying a child in actualizing his/her psychic life. Hence, here there is no reviewing, outlining (schematizing), or practicing with the aim of stimulating certain brain functions. Also, it is not concerned with insight, as forming thoughts or exercising neural paths as the basis for forming associations or for building up so many images to serve as connections for thinking.

Psychopedagogics is concerned with actualizing the learning content and with a teacher accompanying a child to self-actualization, i.e., it is concerned with assessing the *entire course of learning*, as this is actualized by a child under the accompaniment of a teacher. This means his/her experiencing, as a movement toward and to the learning content, must be assessed,

along with his/her actualizing his/her willing and learning, but particularly his/her lived experiencing of his/her willed experiencing. Particularly, assessment is necessary regarding the state of a child's stable affective lived experiencing and his/her ordered cognitive lived experiencing, both of which pave the way for his/her lived experiencing meaning. Thus, at this stage, assessment means evaluating a child's *active taking a position* on a cognitive or conceptual level. In practice, this means that. in that assessing, a teacher keeps the following in mind: the necessity of reviewing the essences of the contents in such a way that they are related to a child's possessed experience; the reviewing should consider the continued stabilization of sensing, the continued actualization of attending and, particularly, the actualization of ordered cognitive lived experiencing. The question for a teacher and for didactic- pedagogics is, in what way can this reviewing meet these requirements? Further: practicing *of* insight, or *to* insight, depending on a child's mastered insights, should not refer to mere drill, repetition, imprinting of associative bonds, etc., but rather to the accompaniment to self-actualization of ordered, cognitive lived experiences as meaningful lived experiences. Schematizing (outlining), system forming, and ordering, thus, are preminent didactic principles in the service of the practice *of* and *to* insight.

### 3.5 Functionalizing

From a didactic-pedagogical perspective, functionalizing implies practicing *of* insight with the aim of transferring it to new situations (Van Hiele). In other words, the concern here is with the formative value of the learning content with the aim of applying it. Of additional importance is integrating the newly acquired knowledge and insight with existing knowledge. Finally, applying and transferring knowledge and insight means applying and transferring to life outside school.

Seen from a psychopedagogical perspective, these didactic-pedagogical views match the perspective of this book: From a psychopedagogical view, functionalizing is actualized to the extent that the teaching has led to a child self-actualizing his/her learning potentiality and *meaning invested possessed experience*. This aim is attained when a child lived experiences as meaningful

his/her willed experiencing of the learning content because then is the congealed content, now invested with meaning, which flows back into his/her own possessed experience. Such meaningful lived experiences are lived experienced again, to the extent that he/she lived experiences his/her sensing as affectively stable, together with the degree of ordered, cognitive lived experiencing. It is important to realize that functionalizing, as a lesson phase, is actualized to the extent that a child succeeds in actualizing it him/herself under the accompaniment of a teacher.

### 3.6 Evaluating

The matter of evaluating, also currently known as testing, is well-known in teaching, and no teaching is complete without it. Thus, a system of tests and examinations belongs to all teaching. At the same time, voices are protesting considering test results being absolute and against exaggerating the importance of examinations. The desire to excel and the competition among schools to gain the most distinctions (high achievement) on an entrance examination (i.e., university qualifying) is a familiar phenomenon.

The more formal scientific test procedures, including intelligence testing to arrive at an IQ score, together with achievement, interest, and other tests, have become common. Voices also are protesting these, and a more qualitative evaluation (in contrast to quantitative) of test results is becoming common.

Also common are the changed ways of evaluating in the beginning classes of the primary school in certain Provinces (in the Republic of South Africa), where observation is used and where a child is evaluated according to a point-scale for a wide spectrum of “qualities”, e.g., personality traits like independence, work-tempo, attention, visual perception, bodily balance, eye-hand coordination, as well as varied language proficiencies, reading and arithmetic abilities, all in contrast to quantitative testing.

It is asked whether evaluating is necessary or even essential, and what is entailed when viewed psychopedagogically? The first question is answered in the affirmative, and evaluating is always justified in teaching. Because of the nature of the course of



teaching and the course of learning, where achievement is outwardly concerned, the evaluation of this achievement remains a form of evaluation. However, the danger lies in absolutizing the achievement as a reflection of a pupil's *knowledge* and *insight*.

Viewed from a psychopedagogical perspective, evaluating is concerned with the extent to which a child has meaningfully lived experienced his/her self-actualization of the learning contents. The mark or percentage score on a test is, therefore, a mere symptom or indication of the extent of meaningful lived experience (i.e., meaningful learning) of the content, and the achievement is a symptom of the quality of meaningful accompaniment by a teacher, as this is actualized by a child. This position is justified because teaching and educating cannot be separated and , thus, a child is always taught within the sphere of the reality of educating. In addition, evaluating particularly concerns *evaluating* a child's *actualizing his/her psychic life in education*, thus, actualizing his/her *learning* and *becoming*. In this light, evaluating is an evaluation of the elevation of levels (of becoming) in a child's entire psychic life. Here it is necessary to mention the psychopedagogical criteria of becoming, i.r., exploring, emancipating, distancing, differentiating, and objectifying, which call for further discussion.

These same criteria are used as criteria for learning, more specifically, in the context of the modes of learning called sensing, attending, perceiving, thinking, imagining and fantasizing, and remembering. In other words, this is done by evaluating the *behaviors* of a child, as the outcome of his/her *learning*, as reflected in his/her becoming. In regard to the present psychopedagogical perspective, reference is continually made to an elevation from the pathic-initiated, a-conceptual or pre-conceptual level, where sensing, as a mode of learning, is actualized on a level of learning which, depending on the lived experiencing of this sensing as stable or labile, via attending, is raised to a conceptual level where the cognitive modes, e.g., perceiving, thinking, remembering are actualized.

Where a teacher is continually confronted with evaluating the extent to which a child has *gained insight*, one should be warned

of the danger of assessing such insight as the outcome of specific cognitive functions, such as thinking and remembering. Viewed psychopedagogically, insight can only refer to meaningfully lived experienced insight which, in turn, is only possible when a child has attained a level of ordered cognitive lived experiencing supported by stable affective lived experiencing. A teacher, in evaluating, should look for an elevation in level of a child's course of learning which, at the same time, points to an elevation in a teacher's course of teaching, or vice versa, and this is reflected in the degree of cognitive order displayed by a child on a conceptual level of learning.

Finally, achievement testing is not the only way of evaluating symptoms. Observing, qualitative evaluating, and conversing, among others, are excellent ways of evaluating, which deserve closer study.

#### 4. ACCOMPANYING A TODDLER IN A PREPRIMARY SCHOOL SITUATION

##### 4.1 Introductory orientation

When considering the issue of accompanying toddlers in a preschool, there is a wealth of literature which includes this theme.

An investigator interested in this field must take note of the important pioneering work done by many people in many countries which highlights the importance of preprimary educating. In many cases, initiative was taken by private institutions and/or individual persons, as was the case in the Republic of South Africa until about 1969.

Regarding this accompaniment, formerly known as "kindergarten education", pioneers in this field made use of untrained staff, in many cases, because of a shortage of funds as well as because of a shortage in trained persons. Also in this respect, as mentioned earlier, since 1969 there is an important turnaround in the R.S.A. when state institutions began to take responsibility for training and for increasing salaries of preprimary teachers. Gaps, anomalies, and related problems are not addressed now. The fact

is, the *accompanying* toddlers in preschools has been in practice for a long time.

The purpose of this section by no means is to provide an overview of different points of view, trends, etc. regarding the *meaning* or *way* of accompaniment. Also, no attempt is made to provide an overview of the many findings in the literature in this regard. The main reason for this is that the *accompaniment* of a toddler essentially is a *didactic-pedagogical* matter, and the present chapter deals only with a *psychopedagogical orientation*.

For the sake of interest, and as an introductory question, some major components from a few well-known contributions to “kindergarten education,” or nursery school didactics, are only mentioned:

- The importance of play for exploratory learning (Mary Reilly, Vera Roberts, Margaret Tait, and Margaret Roberts).
- The significance of language discovery and acquisition for a preprimary school child (Joan Tough).
- The needs of young children, especially the need for security, love, trust, new experiences, recognition, responsibility (M. Kellmer-Pringle).
- Emphasis on learning as a toddler’s experiencing within a richly linked learning environment, educating and teaching the total child to adulthood, and the place of values within a teacher-child relationship (P. E. Reilly).

In terms of the developmental psychological foundations referred to in the literature, the names of Maria Montessori and Jean Piaget appear in several books. (See the works of Frost, J. L. (ed), G. J. Morrison and Katherine H. Read).

Another recent trend strongly evident both in preprimary education programs and research on preschool didactics is the so-called emphasis on the *cognitive development* of a toddler, as a prelude to school readiness. (See especially Marion Blank’s work and contributions by J. McVicker Hunt, Lawrence Kohlberg and others).

As far as preprimary education programs are concerned, reference is made to the work of Garbers, Faure, and Kok, which provides a complete overview of the main programs which originated in most countries of the world. It is only added that, within a variety of existing programs, seen broadly, two systems are found, i.e., an Open Education system in which the freedom of play, movement, and choice of activities are largely left to a child, with a teacher as accompanier where necessary, although he/she also must plan this program toward a more closed or semi-open system. The following quotation from Morrison provides some essentials of open education: “Open education is an environment marked by limited freedom, where children are free from authoritarian adults and *arbitrary* rules ... children are not free to do anything they choose ... children are free to move about the room, interact with materials, carry on conversations, and enter into learning activities based on their interests.”

The important thing, according to Morrison, is that open education is *child-centered education*: “Open education is child-centered [sic] learning, as opposed to learning totally directed by adults.” Without going into it, it is pointed out that, in contemporary didactic pedagogics, child-centered education is an unacceptable practice, in contrast to *norm-centered education*, i.e., the norms adhered to by the adult. For the sake of completeness, it also is noted that many preprimary schools follow a more closed or semi-open program, the consideration of which also is not embraced by the purpose of this chapter.

A final introductory note to be made of preprimary education trends are those found in the past two decades in various countries of the world, especially in the U.S.A., where there have been experiments with preprimary education programs, such as so-called *compensatory programs*. In short, this means such programs are implemented to alleviate existing and anticipated problems of environmentally impaired toddlers and, thus, also to prevent future learning problems. (See the contributions of Garbers, J. G.).

## 4.2 Didactic-pedagogical questions

As stated above, this chapter is not about looking into didactic-pedagogical questions in a preprimary school as such. However, with reference to introductory sections of this chapter on lesson practice, as practice in which a particular structure known as a lesson structure (Van der Stoep et al.) is put into practice, several didactic-pedagogical questions gradually arise which preschool didactics must answer, questions which do not yet have definitive answers in the existing literature. Some of these questions follow:

Where there is no mention of a *lesson* or *lesson practice* in a preprimary school situation and, therefore, no mention of a *lesson structure*, what is the nature of the structure and practice in a preprimary school? Since this structure, like any reconstituted structure (model) is derived from life reality, perhaps the designation *life structure* is acceptable.

An additional question is, what are the components of this structure? Underlying questions perhaps are about the didactic ground forms (Van der Stoep) of play, conversation, example, assignment within situations in a preprimary school. There are questions about teaching (accompanying) or the forms of unlocking reality, thus, the learning content (curriculum) which is relevant. In addition, there are questions about principles of ordering learning materials, teaching methods, and the important place of the “elemental” and “fundamental” in a preprimary teaching and learning situation.

These and many other questions cannot be thought through and answered without a thorough look at the aim of preprimary teaching. In contemporary didactic pedagogics, a distinction is made between a *teaching aim*, which overarches a *lesson aim* and a *learning aim*. What are the distinguishable aims for preprimary teaching?

Also, reference is made back to the introductory question in this chapter regarding a *lesson practice* and, *lesson phases*. What is the situation in a preprimary school? Traditionally, a *program* is not comparable to a lesson and lesson phases as they occur in primary and secondary schools. The question is what does a

didactic-pedagogically accountable program look like in a preprimary school?

Ultimately, it is about the core demand for *effective learning* in a preprimary school and, in particular, *accompaniment* to effective learning, as well as a didactic-pedagogical question. However, to the extent that this falls within a psychopedagogical perspective, this question receives further attention in the next section.

4.3 Accompanying a child to effective learning and becoming as a psychopedagogical question.

4.3.1 *Accompanying, as a psychopedagogical aim*

4.3.1.1 *Further-lying, or ultimate educative and teaching aims*

It is well known that the generally accepted, further-lying or ultimate aim of educating and, thus, also of teaching is proper adulthood, the essences of which Landman and coworkers have repeatedly mentioned to be:

- Meaningfulness of existence
- Self-judging
- Human dignity
- Morally independent choosing and acting
- Norm identification
- Philosophy of life

From a *psychopedagogical* perspective, the *adequate actualization of a child's psychic life* to adulthood must be seen as a task for a child to become adult.

Currently, this statement should be elevated to a further-lying, or ultimate aim for all psychopedagogical accompaniment and, thus, also for accompanying a *toddler* in a preprimary school situation, as well as a child in a primary and secondary school. In other words, all educative teaching is *aimed* at providing adequate psychic life actualization, also within every concrete situation in a preprimary, primary, and secondary school.

The aforementioned ways of psychopedagogical accompaniment (affective, cognitive, and normative), to be returned to later, also

must be equally directed to aims of learning and becoming, since the adequate actualization of the psychic life is realized via learning (modes of learning) and becoming (modes of becoming).

**4.3.1.2 *Nearby- or immediate aims of teaching and accompanying***  
Since the three modes of psychopedagogical accompaniment (affective, cognitive, and normative) are discussed in detail earlier in this chapter, the aims to which they are directed are presented here as being valid for *all children*.

Regarding the particularization of each of these modes of accompanying for a toddler, junior, and senior primary, as well as for secondary pupils, and also as a particularization of the aims of learning and becoming, the ensuing sections are devoted to the following:

The nearby or immediate aims to promote adequately actualizing a child's psychic life are:

- Adequate stabilizing of a child actualizing his/her affective psychic life.
- Adequate ordering of a child actualizing his/her cognitive psychic life.
- Adequate giving sense and meaning of a child actualizing his/her normative psychic life.

**4.3.1.3 *Specific learning aims***

In contrast to the above outline of the course of learning in a child actualizing his/her psychic life in terms of the actualization of *modes of learning* (See Chapters III and V), at this stage, the question is asked about particular learning aims, viewed from a pedagogical perspective. On the one hand, the question is the relevant analogy of the already known didactic-pedagogical pronouncement that a *teaching aim* is made up of a *lesson aim* which, in the case of effective learning, must transition to a *learning aim*.

Secondly, the question is relevant against the background of the above three-fold psychopedagogical distinctions among

further-lying, or ultimate educative and teaching aims, immediate teaching or accompanying aims, and particular learning aims.

Thirdly, a distinction between particular learning aims follow logically in psychopedagogics, considering the large part played by *learning* and the *course of learning* as ways of actualizing the psychic life.

To distinguish them, the learning aims are set in general for all children who are in some lesson situation under the accompaniment of a teacher. The particularizations with respect to a toddler, junior, or senior primary as well as secondary school child follow below.

The psychopedagogical learning aims for promoting an adequate learning effect are:

- Adequate *affective-initiated* learning readiness by way of accompanying *sensing* [as preconditional or sustaining] mode.
- Adequate *willful, intensified and sharpened learning intention* by means of the accompanying mode of *attending*.
- Adequate *gnostic-cognitive course of learning* by means of the gnostic modes of learning:
  - *Perceiving*
  - *Thinking*
  - *Imagining and fantasizing*
  - *Remembering*

#### 4.3.1.4 *Specific aims of becoming*

Earlier in this work, extensive attention also is given to *becoming*, as a component of actualizing the psychic life of a child on the way to adulthood. (See Chapter IV). Also, the connection between and coherence of learning and becoming are pointed out repeatedly, and it is indicated that the one cannot be considered without the other. This coherence reflects the fact that a child's learning is reflected in his/her becoming and, as a child learns, he/she becomes. If a child does not learn, he/she cannot become adequately. This is because a child's learning is realized by the



*content* to which he/she gives sense and meaning. This learned content imbued with meaning coagulates by means of experiential residues, and forms a hierarchy of possessed experience, which varies from higher to lower levels in terms of which a child's *becoming* occurs.

Now the question arises of possible particular psychopedagogical aims of becoming on which a teacher's accompaniment must be focused. As with the above learning aims, the following aims of becoming, first, are stated in general for children as applicable to any lesson situation, after which they are particularized for a toddler in a preprimary school, for junior, and senior primary, as well as secondary school pupils.

Specific psychopedagogical aims of becoming are:

- Adequate *exploring*
- Adequate *emancipating*
- Adequate *distancing*
- Adequate *differentiating*
- Adequate *objectifying*

#### 4.3.2 *Accompanying a toddler to effective learning and becoming*

##### 4.3.2.1 *Ultimate and immediate teaching and accompanying aims*

As far as the ultimate teaching and accompanying aims are concerned, i.e., proper adulthood, it suffices to say that preprimary teaching, just as any other form of educating and teaching, is confronted with the imperative that his/her intervention with a toddler should be directed to proper adulthood.

Seen from a psychopedagogical perspective, the aim similarly is the *actualization of the psychic life* of a toddler, otherwise he/she cannot become an adequate adult.

More specifically, it is indicated that *immediate teaching* or *accompanying aims* should be highlighted for preprimary teaching.

\* Firstly, a preprimary teacher faces the task of providing *pathic-affective accompaniment* to adequately stabilize the affective actualization of the psychic life of a toddler, which will be indicated below, as the first affective basis for all current and future learning. This has to do with creating a feeling of confidence (see P. E. Reilly), safety, and security as an emotional readiness of a toddler to actualize his/her own learning initiative *him/herself*. Thus, he/she must be accompanied emotionally to a daring attitude or emotional attunement to *want* to learn. In other words, this is about awakening a given learning intention as potentiality.

Such stabilizing will awaken confidence in a toddler to want to know more and this is reflected in his/her realizing the modes of becoming of exploring, distancing, differentiating and objectifying. In accompanying learning, a pre-primary teacher will stabilize the pathic-affective life of a toddler and, thus, at the same time, accompany him/her to adequate becoming via promoting the mentioned modes of becoming. Naturally, the reverse is equally true, where, because of insufficient effective learning accompaniment, his/her affective learning, a toddler's affective life becomes labilized, with a related inadequate realization of the mentioned modes of becoming; in other words, there is a relapse in becoming.

Regarding the question of *how* such pathic-affective accompaniment should proceed to lead to the adequate stabilization of the affective life of a toddler, first of all, the answer is it should focus on stabilizing *sensing* with its various modalities as pathic-initiators of the toddler's modes of learning, a matter to be returned to shortly, Secondly, it is primarily a *didactic-pedagogical* task and, thus, a task for preschool didactics to reflect on further, some guidelines of which are presented later.

\* Secondly, a preprimary teacher faces the task of adequately accompanying a toddler *gnostic-cognitively* to an adequate *ordering* of the toddler's actualization the gnostic-cognitive actualization of his/her psychic life. Once again, the question of *how* this must progress is returned to in a later section. At present, it is only said that such accompaniment should be

directed to *ordering*, as far as possible, the gnostic modes of learning, i.e., *perceiving, thinking, imagining and fantasizing* as well as *remembering*, insofar as they are observable in a toddler. This involves accompanying a toddler in each of the gnostic modes of learning in their respective modalities, to the extent that they are observable.

Furthermore, once again, we point to the related preschool didactic task to which preschool didactics must provide a response.

\* Thirdly, in conjunction with and arising from the preceding two-fold accompaniment, an additional task of a preprimary teacher is to *accompany* a toddler to *giving sense and meaning*, in the normative actualization of his/her psychic life. Especially, this includes two meanings: On the one hand, a toddler's attributing sense and meaning increasingly is realized, to the extent that he/she experiences and lived experiences the affective accompaniment by a teacher as *stabilizing* for the actualization of his/her own affective psychic life, and on the other hand, the extent that he/she experiences and lived experiences the gnostic-cognitive accompaniment by a teacher as *orderly*. These modes of accompaniment, thus, are ways in which a toddler experiences and lived experiences sense and meaning in the actualization of his/her own psychic life which, thus, is influenced directly by a teacher.

On the other hand, because he/she is human, a toddler also is attuned to values and norms, and continually gives meaning to the world in which he/she moves. A teacher, as an exemplifier, identification-figure, and carrier of values and norms, thus, continually accompanies a toddler, and especially *normatively*. Essentially, this is a fundamental pedagogical matter, but equally a didactic-pedagogical one, on which preschool didactics must reflect. Among other things, this has to do with *norm-centered, in contrast to child-centered teaching*, the issues of freedom and authority, discipline, punishment, and, in general, *educative teaching* with all that it entails.

#### 4.3.2.2 *Specific learning aims for a preprimary school*

All the above modes of learning and, thus, the learning aims, are dealt with as a unity. Where possible and feasible, reference is given to the tasks of accompaniment which especially arise from the differentiated *learning modalities*, as they occur with a toddler. Furthermore, lesson phases, as traditionally found in the formal grades of primary and secondary schools are avoided for the purpose of this discussion.

Rather, this has to do with a psychopedagogical view of the course of a toddler's learning, as a totality, such as where and when learning is actualized. The nature of a didactic-pedagogically accountable program, also is not pointed out, because this is a matter for preschool didactics. What is relevant, however, is the psychopedagogical tasks of accompaniment for a preprimary teacher, as formulated here in terms of the *aims of accompaniment*:

First, it is noted that, with respect to the two accompanying [as preconditional or sustaining] modes of *sensing* and *attending*, the task of adequate *affective accompaniment* by a preschool teacher, perhaps, is the most important aspect of this accompaniment. This has to do with affective or emotional accompaniment to stabilizing sensing, as a precognitive attunement or an emotional willingness to learn. The creation of an emotional climate or atmosphere of safety and security is primary here.

In this regard, the following modalities of sensing must be recalled (also see Chapter III):

- Sensing is learning initiating
- Sensing is emotionally (pathic-affectively) attuned
- Sensing is precognitive
- Sensing is time-space bound
- Sensing is predominantly subjective in nature.

With these modalities in mind, they now are considered by preschool didactics and preprimary teachers in designing and planning programs such that, in and through this largely affective accompaniment at this level of the course of learning, a toddler must be adequately accompanied to self-actualize them.

In other words, it is emphasized that a toddler's sensing, as the first *learning impressions*, is still largely senso-pathic, i.e., sensory-motor-emotional, and this must be provided for and anticipated in a program design. Secondly, as far as *attending*, with its various modalities is concerned, a teacher's accompaniment includes the task of accompanying him/her to a *willed, intensified, and sharpened learning intention*, provided the above-mentioned precondition of a pathic-affective stability in sensing is met. Elsewhere, it is said that attending means *remaining-with* the learning content, and it is noted that a toddler is capable of longer or shorter periods of attentively concentrating.

The modalities of attending are:

- Attending means a sharpened learning intention.
- Attending accompanies [as precondition/sustaining] all gnostic-cognitive learning.
- Attending is a selective activity.

In short, this means no gnostic-cognitive learning is possible without attending.

Also, a toddler cannot be forced to attend and must be pathic-affectively stabilized for this. Where attending is *selective*, this means a toddler, via attending, fixates on a *slice* of the learning content or reality and, thereby, perceiving, thinking, imagining and fantasizing, as well as remembering, are focused directly on a learning object for them to take their own course.

A preprimary teacher, thus, has the task of designing a program in such a way that a toddler *attends* on the most adequate level, otherwise all further learning fails. The structure of a toddler's environment must be attuned to this.

Thirdly, the question arises of this accompaniment task of a preprimary teacher regarding the actualization of the *gnostic-cognitive course of learning* by means of actualizing the following

gnostic modes of learning: *perceiving, thinking, imagining and fantasizing* as well as *remembering*.

Beforehand, a reader should be aware that these modes of learning and their modalities, and with this the gnostic-cognitive accompaniment by a preprimary teacher, are mentioned with regard to the currently controversial issue known as “cognitive development,” with related cognitive stimulation. This trend has been referred to previously in contemporary Early Childhood Education, which has provoked much discussion on both sides. (See P. E. Reilly’s cautions in this regard).

The position held in this book is that, in the first place, learning requires pathic-affective action as stated above in terms of [a teacher’s] pathic-affective accompaniment [of a toddler] in the accompanying [sustaining] modes of learning sensing and attending. Secondly, all learning involves mastering content arising from reality itself, and thus is known as life content. Learning content is important for actualizing child becoming, as mentioned above, and becoming cannot occur without learning. Thus, learning essentially is cognitive, but all cognitive learning also must always be accompanied [sustained] by pathic-affective stability in a toddler’s emotional life. It also is noted that toddlers (3-6 years) in their baby and suckling years (0-3 years) already are actively involved in learning gnostically. A good example of this is a *suckling’s and toddler’s questions* which, via language development, participate in a gnostic-cognitive course of learning.

As far as a preprimary school situation is concerned, of course a toddler is still learning gnostic-cognitively, especially given the various modalities of the gnostic modes of learning. Again, the question is how a preprimary teacher must design and plan a program to allow the course of gnostic learning to proceed adequately; this is a preschool didactic question which lies in the field of preschool didactics.

The various gnostic learning modalities in relation the gnostic modes of learning are the following:

- Perceiving is global-identifying

- Perceiving is analyzing
- Perceiving is synthesizing
- Perceiving is ordering
  
- \* Thinking is directed to problem-solving
- \* Thinking is ordering
- \* Thinking is abstracting
- \* Thinking is conceptualizing
  
- Imagining and fantasizing are reality-exceeding
- Imagining and fantasizing are representing
- Imagining and fantasizing are creative
- \* Remembering is making present (recalling [re-presenting])
- \* Remembering is integrating

In a preprimary situation, a toddler is faced with the task of alternately actualizing separately and collectively the mentioned gnostic modes of learning, each in their modalities. For this reason, it is imperative that a preprimary teacher focus on the highest course of such gnostic learning and make provision for it in designing a program. Once again, the program, with its various components is a task for preschool didactics.

Briefly, the following remarks are made from a psychopedagogical perspective:

Provided the above conditions for sensing and attending are met, a toddler is *perceiving* continually and, thus, identifying globally the reality (content) that must be presented to him/her. He/she also is investigating, discovering, and exploring to *analyze* this global reality, and eventually he/she forms for him/herself a synthesis, as a larger, overall impression. Also, on his/her own level, he/she is involved in ordering, either in his/her perceiving or thinking when he/she faces a problem and when perceiving is transformed into thinking.

Many examples are mentioned, e.g., matching shapes, measuring, comparing, dealing with quantities, experimenting with space and relationships, etc. When it comes to ordering via thinking and

concept forming, this probably occurs on a concrete level, but a toddler is attuned to this is undeniable.

This important return to gnostic-cognitive accompaniment stems from this, not as deliberate preparation for school entry, but because a toddler asks *questions* with the aim of him/herself *learning* in a cognitive way, and actualizing his/her own becoming.

*Imagining* and *fantasizing*, as gnostic modes of learning with definite pathic-affective moments embedded in them, take an important place during a toddler's learning. Since they are reality transcending, they provide for the important need of a toddler to "imagine" reality. Opportunities for this are legion in preschool play, storytelling, fantasy corners, preschool books, unstructured material, etc. But they also are creative and representative and, they provide important opportunities for learning. These also are ways in which a toddler expresses his/her emotional life. We believe these two modes of learning probably take their course most easily in a toddler's world, since they are attuned to an informal, free play situation. However, a teacher must realize their value and, where necessary, deliberately plan for them.

*Remembering*, as previously mentioned, has a less important place during a toddler's learning, viewed as formal gnostic modes of learning. However, as a mode of learning which supports a toddler's possessed experience, as an integration of all meaningful impressions, it is extremely important. Also, this integrating is pathic-affectively colored and can be stabile or labile while gnostic impressions can be ordered. Remembering, thus, points to making present the first, as well as meaning laden contents is a toddler's world present, and the important task of accompanying to gnostic-cognitive ordered is obvious. Thus, remembering represents the outcome or sediment of a preschool's entire accompaniment and this underlines the preschool didactics mentioned earlier.

#### 4.3.2.3 Particular *aims of becoming for a preprimary school*

In a discussion of the aims of becoming, i.e., exploring, emancipating, distancing, differentiating, and objectifying, it is



recalled that these aims refer to actualizing the various modes of a child's becoming. Thus, here the concern is with his/her own part in actualizing his/her becoming under the accompaniment of an adult.

Secondly, it is emphasized again that such actualization only occurs provided a child learns. Thus, in accompanying, a preprimary teacher faces the task of promoting possible becoming in the ways mentioned. Hence, it is imperative that a teacher understands what becoming means and how a toddler realizes it via the ways mentioned. This also holds for the further-lying, or ultimate educative and teaching aim, i.e., *proper adulthood*, viewed psychopedagogically as the *adequate actualization of a toddler's psychic life*. (In particular, see Chapter IV).

The various ways of a toddler becoming are discussed fully in Chapter V. Here, attention is given only to the fact that a preprimary teacher must deliberately accompany the course of actualizing these modes of becoming as a totality and, indeed, through accompanying the course of learning by way of the modes of learning. In short, the first task faced is that a toddler must be accompanied in actualizing his/her learning on several levels (senso-pathic, pathic, affective, senso-gnostic, gnostic, cognitive and normative) to actualize his/her modes of becoming.

The overarching aim should be to accompany a toddler to *exploring*, i.e., exploring and investigating the world, etc.; further to *emancipating*, i.e. to learn to become someone him/herself, or independent; also this involves *distancing* or opportunities for affective detachment from his/her parents, teacher, etc. so as to take one's own standpoint; to *differentiating*, via opportunities for distinguishing, comparing, etc. Lastly this involves *objectifying*, i.e., detaching, as far as possible, even from him/herself and developing a realistic disposition in life.

It is believed that a preprimary school is ideally suited for promoting these ways of becoming and the degree to which this happens. However, it is important to note that this is closely linked to *learning*, and, thus, to the *modes of learning* and, thus, by means of content. *Accompanying* to actualizing becoming thus

is a preschool didactic task that requires careful didactical reflection. Furthermore, this involves psychopedagogical accompaniment (pathic-affective, gnostic, cognitive, normative-meaning giving) and in terms of the already stated *nearby* or *immediate* aims of becoming, i.e., affective accompaniment to adequately and affectively *stabilizing* the psychic life and cognitive accompaniment to an adequately *ordered* actualization of the psychic life.

#### 4.3.3. *Some preliminary practice-directed preschool didactical guidelines\**

In the preceding sections on the issues of accompanying a preschool child to effective learning and becoming, with special reference to psychopedagogical aims, reference continually is made to the preschool didactical tasks emerging from them.

The intention is not to dictate prescriptions to preschool didactics about how its programs should look, but to pose *questions* to these didactics. It is obvious that a wealth of preschool didactical research can result from this, and from actual toddler pedagogical problems.

The following paragraphs (with acknowledgment to P. E. Reilly) provides some preliminary, broad guidelines for the course of future preschool didactic reflection and research, considering the previously noted psychopedagogical aims.

Accompanying a toddler falls into two distinct but related *life structures* which occur in a preprimary school:

\* *Accompanying child-initiated activities in the context of a pre-planned environment:* This is especially means free play activities for which a teacher plans the play milieu, but to which a child learns and becomes on his/her own initiative. Here, the didactic ground forms (see the works of Van der Stoep and others) in such activities are *play* and *conversation*.

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\* With acknowledgment to P. E. Reilly, University of Pretoria.

In the foreground are the accompanying [sustaining] modes of learning *sensing* and *attending*, which are strongly pathic, but which, at the same time, lead to a sharpened intention to learn. In addition, there is ample opportunity for *perceiving*, seen during its various modalities, which can transition into *thinking*, with the result of acquiring possessed experiences and, thus, the actualization of remembering. *Fantasizing* and *imagining* also take an alternating place.

With respect to deliberate accompanying by a teacher during learning, seen as child-initiated activity within the context of a planned environment, Reilly (also see bibliography) believes that a teacher in teaching is attuned to a *fruitful moment*. He/she understands this moment as a moment when a child him/herself seeks meaning and, thus, is extremely ready to open him/herself to the unlocking of reality.

In this regard, one also recalls the position of Copei, and Van Dyk (See bibliography) who describe a fruitful moment as “the time in a teaching event when a learning person exhibits the deepest and most vivid assimilation and elevation of meaning (forms/ gestalts) which enable him to come to a solution of a problem.” The authors believe that this “moment” indicates a stage in a course of learning during which he/she feels his/her own lived experience to be *pathically stable* and, thus, feels *ready* and *prepared* to proceed to learning gnostically and, indeed, via *attending*.

Thus, it is important that during these child-initiated learning activities, there are two forms of accompaniment by a teacher: On the one hand, he/she plans the environment and, on the other, he/she can deliberately intervene by guiding when a fruitful moment occurs. In addition, Reilly believes that, in terms of the *phases* during learning and teaching, there is *actualizing prior knowledge* and *formulating a problem* aimed at problem solving, possible *presentation of new content* during the fruitful moment, the possible *actualization of learning content* through the active statement of the problem by a toddler him/herself and inconspicuous *evaluation* and *checking on* by a teacher.

Again, it is emphasized what the above preliminary practical guidelines mean for further consideration and reflection by preschool didacticians and that no final statements are made here. Equally as much, these *child-initiated activities* provide a structure within which becoming is actualized and didactic tasks which spring from this.

\* Secondly, accompanying a toddler also is done with respect to *adult-initiated activity* (Reilly). Examples are group learning situations where music, developmental games and storytelling occur.

All didactical ground forms (play, conversation, example, assignment), with emphasis on conversation, can occur during teaching and learning. This is a subject for additional research by preschool didactics, and a few comments are sufficient for the purpose of this writing:

- Seen preschool didactically, here there is an educative [“lesson”] aim that is made up of a teaching aim and a learning aim.
- Phases in the course of teaching and learning are more explicit than in child-initiated learning activities. However, the nature of this needs to be examined further.
- All modes of learning, each seen in its various modalities, occurs in alternation.
- All of the psychopedagogical forms of accompaniment (pathic, gnostic, normative) are present.

#### 4.3.4 Perspective

The foregoing are preliminary preschool didactical guidelines with a view to stimulating further research, and mainly from a preschool didactic perspective are aimed at a toddler *teaching situation* with effective learning in view. Several questions arise, some of which are touched upon indirectly. One of these issues which calls for in-depth investigation is the *curriculum* with its didactic-pedagogical foundations, coupled with the issues of

unlocking these contents and their organization, as a preamble to gnostic-cognitive accompaniment.

On the other hand, it is believed that, from a psychopedagogical perspective, an attempt is made to organize certain psychopedagogical *aims of accompaniment*. However, further reflection and research into realizing the practical application of these aims are needed. In addition, it is believed the actualization of the psychic life of a toddler, as reflected in the course of the modalities of his/her learning and becoming, offer important issues for preschool didactic research.

## 5. ACCOMPANYING A JUNIOR PRIMARY CHILD IN A PRIMARY SCHOOL

### 5.1 *Introductory orientation*

Beginning teaching in a primary school surely is the most important period in compulsory schooling.

The most important reason for this is that, in these first three years (Grade I or Subject A to Standard I), a foundation is laid for all further formal educating. Learning difficulties originate in the beginning years of a primary school. The reasons for this are not considered and do not fall within the scope of this book.

Accompanying a junior primary child is a matter about which many pronouncements have been made, but as far as a didactic-pedagogically founded primary school didactics is concerned, there still is plenty of room for research. In this regard, attention is paid to the variations which occur, and the leaps a junior primary child must already make within the first three of his/her initial years of school. Thus, e.g., junior primary didactics is uniquely directed to school beginners (Grade I and Subject B) compared to Grade II and Subject B in comparison with Standard I.

Some of the most well-known problems written about are beginning reading and mathematics, each viewed in the context of various methods, beginning writing and everything related to it,

and environmental studies, particularly regarding content and composition.

In recent times, in the primary schools of the Transvaal Department of Education, it is the practice to offer a preparation program (see the work of M. C. Grove in the bibliography for an example) in the first few weeks of the Grade I-year. This program, geared to school readiness, is informal and essentially a perceptual developmental program aimed at preparing a child's visual-, auditory-, touch-, smell- and taste-perception. This practice is not to offer the program in isolation from the remainder of the day's program, but to integrate it with all other activities as far as possible, e.g., beginning mathematics, environmental studies, etc.

Without considering this program in depth, it is possible to ask what its didactic-pedagogical aims are, how the program can be presented didactically, on what didactical grounds is its content compiled, how is it attuned to a school beginner actualizing his/her learning effectively, whether its evaluation meets didactic-pedagogical demands, etc. The fact that the program contains valuable components cannot be denied, but nevertheless many questions are raised which need further consideration. Thus, e.g., in further questions about a school beginner's actualization of learning, reference is made to the learning modalities which arise in this program which are related to particular modes of learning, matters about which not much has yet been said. The program is a step forward but must be examined more closely by didacticians in beginning education. It is mentioned that, in the other provinces in the R.S.A., this and similar problems are not in use. According to information obtained from these provinces, the entire matter of perception is integrated with ordinary beginning teaching. Another question is why this difference in dealing with the matter exist, a fact which also indicates differing opinions in different provinces. Differences also exist in other areas and are permissible. Yet, this does not take away from the fact that there is room for investigation and research into a uniform primary didactics for a school beginner.

Regarding the question of the role played by preschool education in preparing for primary education, for school beginners who had been in pre-school, compared to those who were not, is not considered here because it falls outside of the scope of this book. It cannot be denied that a problem for school beginner didactics lies hidden in the primary school.

Another question not addressed is that of the continuity or linking up of preprimary with primary school teaching as well as the state of learning readiness of a school beginner, particularly in the context of presenting a school readiness program to school beginners, or not.

In the next section, following the procedure used in the case of the preprimary school, a brief look into problems of the *psychopedagogical accompaniment* of a junior primary child in a primary school are discussed:

## 5.2 Accompanying a junior primary child to effective learning and becoming

At the outset, it is mentioned that, in this section, the procedure used in a penetrative viewing of psychopedagogical accompaniment of a junior primary child is the same as was used with a toddler. For this purpose, the various aims of psychopedagogical accompaniment are not repeated but, in each case, only to consider their direct relationship to a junior primary child him/herself. Further, with a view to eliminating unnecessary repetitions, comparisons are sometimes made. The various aims of accompaniment, with respect to particular modalities of learning and becoming, are mentioned repeatedly, when applicable, but only with the aim of explicating them in particular, concrete situations.

### 5.2.1 *Further-lying and nearby teaching and accompanying aims for a junior primary child*

5.2.1.1 Further-lying, or ultimate aims of psychopedagogical accompaniment for a junior primary school child are, for

accompanying all children, a child's adequate actualization of his/her psychic life.

5.2.1.2 The nearby or immediate aims of teaching or accompanying a junior primary school child are:

- Pathic-affectively accompanying a junior primary child to adequately stabilize in actualization his/her psychic life affectively.
- Gnostic-cognitively accompanying a junior primary child to adequately order in actualizing his/her psychic life cognitively.
- Normatively accompanying a junior primary child to adequately attribute sense and meaning in actualizing his/her psychic life normatively.

#### 5.2.2 *Particular learning aims for a junior primary child*

5.2.2.1 *Adequate sensing and attending as learning aims:* For the purpose of this discussion, the learning modalities of sensing and attending, as [sustaining] modes of learning are mentioned:

\* *Learning modalities of sensing:*

- Sensing is learning initiating
- Sensing accompanies [sustains] all learning
- Sensing is emotionally (pathic-affectively) attuned
- Sensing is pre-cognitive
- Sensing is time-space bound
- Sensing is primarily subjective

\* *Learning modalities of attending:*

- Attending is a selective activity
- Attending means a sharpened intention to learn

With reference to the discussion of the course of learning of a junior primary child it is pointed out that this child mainly learns *pathic-gnostically*, i.e., primarily he/she is attuned to his/her learning emotionally. The younger a child is, e.g., Grade I or Subject A, the more he/she relies on his/her emotional readiness to want to learn. Accompanying him/her to stabilize his/her



*sensing*, as a pathically initiated mode of learning, remains a primary task for a teacher. Related to this, the actualization of a child's attending is imperative because it signifies the beginning of all future gnostic learning. Once again, the reader's attention is directed to the two important modalities of attending, i.e., *selectivity* and a *sharpened intention to learn*. Viewed gnostically, perhaps this is the first and most important task of a teacher, i.e., accompanying a child to attending with a view to adequately selecting a portion of the learning content on which his/her sharpened intention to learn will increasingly be focused.

Mussen, Conger, and Kagan, also referred to in Chapter V, interpret this *selectivity* of attending as *delimiting content* with a view to understanding it better. Examples of didactic assignments of beginning learners directly connected with this are all *listening episodes* to which a school beginner must attend, e.g., storytelling, environmental study, learning to read, learning arithmetic, and religious instruction.

Concerning the preparation program (Grove, M. C.) referred to earlier, with respect to the stabilization of *sensing*, reference is made to the aim of the program to using all the senses, i.e., hearing, seeing, touch or feeling, smell, and taste. In terms of sensing, as a pathically initiated "first seeing" (Straus) and, thus, mode of learning, especially emphasized is the time-space bound nature of the senses and, thus, all facets of the preparation program are for "exercising" all the senses in the service of stabilizing sensing. Thus, psychopedagogically viewed, it is not about exercising the various sense, but about stabilizing sensing as a precognitive mode of learning which, in turn, lays the foundation for attending, as a sharpened intention to learn, for which gnostic content must be selected with gnostic learning in view.

What is said here applies to the commonly known *observational teaching*, where the senses of a junior primary child are used. The well-know motivation for this is that, according to the psychology of thinking (Lindworsky, Selz, Kohnstamm, et al), the concrete-observable provides the "furnishings" for later abstract thinking. Viewed psychopedagogically, in the context of what is

said above, observational teaching, with respect to sensing as a mode of learning, uses and exercises all the senses of a child, which also serves to stabilize sensing as a pathically initiated way of learning.

As for *attending*, reference is made to a perceptual preparation program, in particular to the connections among all forms of perception and, in particular, *exercising* the visual and auditory, as well as *focused attending*.

For example, it is well known that the younger a child, the more his/her attending tends to fluctuate, and the shorter is his/her *attention span*. Exercising visual and auditory perception, thus, is related directly to the promotion of attending, as a mode of learning, and specifically to promoting its modalities of selectivity and a sharpened intention to learn. The same is true of providing concrete-observational teaching, seen in broad terms.

#### 5.2.2.2 *Adequate course of gnostic learning as a learning aim*

The various relevant learning modalities for the gnostic modes of learning are the following:

- Perceiving is global identifying
- Perceiving is analyzing
- Perceiving is synthesizing
- Perceiving is ordering
- Thinking is directed to problem solving
- Thinking is ordering
- Thinking is abstracting
- Thinking is contemplating [conceptualizing]
- Imagining and fantasizing are reality-exceeding
- Imagining and fantasizing are representative
- Imagining and fantasizing are creative
- Remembering is making present (re-calling)
- Remembering is integrating

An important learning tendency which emerges in the last year of the junior primary period (Standard I) is i.e., an increasing interest with *reality*, and in differentiating it from fairytales and

magic, is mentioned. This interest acquires its force in the senior primary period, and continues in the secondary period.

The reason is that a penetrating look into the gnostic learning modalities immediately makes the interested reader realize that these modalities are attuned to unlocking the learning content, as a slice of reality, although they also serve a child in his/her increasing distinction and differentiation of *reality* and irreality. (Compare here the important place of child questions in a junior primary period). Secondly, from a penetrating look into these modalities in relation to each other, i.e., as a unitary course, it is strongly emphasized that they provide the foundation for the entirety of junior primary teaching and, thus, of didactics for teachers of beginning learners. Examples are: learning to read, learning to play games and, in general, language teaching, learning arithmetic and, thus, elementary mathematics, environmental study, as unlocking the environment in a broad sense, etc.

Thus, in his/her observing reality, a junior primary child increasingly does this by global-identifying, analyzing, synthesizing it for him/herself and, thus, ordering it, and eventually, via abstracting, he/she forms a concept of it, and with the opportunity to remember, irrespective of the possessed experience he/she has constructed for him/herself via attributing sense and meaning to it. A comprehensive task for primary school didactics is to consider this course of gnostic learning when reflecting on all facets of accompanying a child.

As for the above preparatory program for school beginners (Grove, M. C.), which also includes moments of gnostic learning modalities, which serve the gnostic course of learning, and include all aspects of visual and auditory perception.

A few remarks are made regarding the introductory discussion in this chapter of the question of *effective learning*, seen more particularly in terms of the *lesson phases*: Firstly, the older a child is. in this preprimary stage, possibly the lesson phases have a more defined pattern. However, this also is a didactic-pedagogical matter which calls for further investigation,

especially in the beginning year of this period. Secondly, the lesson phases occur even in the beginning year, although they are less rigid, i.e, do not necessarily occur in a particular “lesson” as such, as an ordered course. Especially in the beginning years, a “lesson” is likely to have a much more relative meaning in comparison to both a senior primary period and the secondary school years where, in both cases, this has to do with teaching subject matter. However, in the future, didactic research must provide more conclusive answers, which must be thought through further by psychopedagogics. Given the purpose of this discussion, this matter is left for the time being.

*5.2.3 Specific aims of becoming for a junior primary school child*  
When discussing these aims for a preprimary school, the different modes of becoming, i.e., exploring, emancipating, distancing, differentiating, and objectifying are mentioned, with respect to a junior primary child.

In terms of specific psychopedagogical aims of becoming, it is sufficient to indicate that, as tasks for teachers in the different junior primary standards [grades], in realizing the various learning aims, simultaneously, are accompanying a junior primary child’s becoming. However, it is necessary to add that, in this accompaniment of learning in terms of their various modes with their respective modalities, a teacher also is accompanying his/her becoming, by providing the opportunity for:

adequate exploring,  
adequate emancipating,  
adequate distancing,  
adequate differentiating, and  
adequate objectifying.

This accompaniment of becoming must be level elevating, and especially differentiated from standard to standard [grade to grade] in terms of pathic-affective, gnostic-cognitive and normative accompaniment. Thus, increasing [higher] levels of emotional, knowing and normative accompaniment are essential.

In particular, in the junior primary period, this involves providing safety and security (pathic), but equally distancing (affective), to provide concrete-observable perceiving, but, at the same time, accompanying to increasingly abstracting.

Thus, actualizing the psychic life of a junior primary child, as a totality, is to accompany him/her to increasingly become adult.

## 6. ACCOMPANYING A SENIOR PRIMARY CHILD IN A PRIMARY SCHOOL

### 6.1 *Introductory orientation*

For this introduction, a few remarks are made to inform the reader of the approach used in the following discussion: firstly, in primary school, in many respects the senior primary period is one of transition from the earlier periods of childhood to the secondary school period of puberty and adolescence. This transition period is characterized in several respects.

This is a period of increasing gnosticizing [cognitizing], i.e., there is, concerning the modes of both learning and becoming, a transition of both from strongly pathically initiated gnostic ways of learning to gnostic-pathic ways of learning and becoming. This means that these pupils are particularly attuned to gnostic facts as found in reality. Their critical attitude and search for cause and effect are evidence of this. Secondly, this tendency for distancing and detaching from the pathic for successful adequate gnostic learning and becoming through the pathic stability of his/her emotional life and, via sensing and attending, as accompanying modes of learning, otherwise a pupil doesn't feel able to proceed to gnosticizing.

### 6.2 *Aims of psychopedagogical accompaniment for a senior primary child*

For this discussion, the previously mentioned aims of accompanying are not repeated. The aims here are consistently the same as with a junior primary child, but the accompaniment has a different accent and is attuned more to accompanying to the actualization of gnostic learning and becoming, while considering the required underlying pathic stability. As such, gnostic

accompaniment to an increasingly *ordered* actualization of gnostic learning and becoming has a primary place. During this period, a pupil must be accompanied to prepare to make the gnostic-cognitive leap to a secondary school. For this reason, beginning with Standard 3 [fifth grade], subject matter teaching also has an important role.

Regarding the aims of accompanying and becoming, provided the pupils are pathically stabilized in the junior primary period, a teacher must be attuned to focusing his/her accompaniment largely on the gnostic modes of learning, within the context of the course of their various modalities.

In general, a child's sensing and attending are actualized more easily under normal circumstances. The gnostic modes of learning of *perceiving*, *thinking* and *remembering* now are given greater attention and the teacher's accompaniment is focused largely on them.

Also, the *emotional* or affective accompaniment continually plays an important role, but also should progress on a more distanced level. Similarly, a pupil's becoming shows a more distancing, differentiating, and objectifying affective course of becoming.

### *6.3 Lesson phases in a senior primary lesson situation*

It should be noted that lesson phases discussed earlier show a stronger pattern-like course during this period, compared to a junior primary group. However, there are still important differences in comparison with a secondary school, where subject matter teaching, the tempo of the teaching, the number of periods, and subjects, etc. differ significantly from the primary school.

For an orientation about lesson phases, the reader first is referred to Section 3 above, where a complete psychopedagogical view of the significance, meaning, and possible course of the modes of learning are presented. The differentiation in the accompaniment of the modes of learning for the senior primaries are largely in the increase in the cognitive accompaniment of the gnostic modes of learning, while considering the level or degree of pathic stability

the pupils have attained or have yet to do so. Since this is a *transitional period* from the junior standards (grades) of a primary school to a secondary school, there is plenty of room for experimenting, and the course of the lesson phases still must show a great deal of flexibility.

The following section dealing with a secondary school child provides a more explicit illustration of psychopedagogical accompaniment directed to the modes of learning and their modalities within the lesson phases, with a view to effective learning. Future didactic-pedagogical research may throw important light on the nature of the lesson phases in their coherence with the modes of learning, and their accompaniment for a senior primary child.

## 7. ACCOMPANYING A SECONDARY SCHOOL CHILD IN A LESSON SITUATION (DURING A LESSON)

A distinction is made between junior and senior school children within a secondary school period. Although the actualization of the psychic life of children in this age group, especially taking those in puberty into consideration, show differences in actualizing their learning and becoming, for practical purposes, they are not differentiated here. Thus, the two groups are treated as a unity with respect to their accompaniment in a lesson situation.

In the further discussion of the psychopedagogical accompaniment of a secondary child in a lesson situation, as in the case of a senior primary child, the different *psychopedagogical accompaniment aims* are not repeated, and the reader is referred to section 4.3 regarding them. However, these aims are the same for a secondary child, but the course of the accompaniment is much more of a *totality*. On the other hand, particular attention is given to the specific psychopedagogical accompaniment of the modes of learning, with their modalities, as viewed within the various phases of a lesson.

Another reason these aims have not been mentioned explicitly and, on the other hand, why the lesson phases with the modes of

learning and their modalities receive prominence, is because a secondary school situation is, to a greater extent, an explicit subject didactic situation. In this regard, the need for subject didactic research in connection with the modes and modalities of learning is of great importance.

Next, we view the various lesson phases psychopedagogically.

### 7.1 *Actualizing foreknowledge*

As mentioned before, actualizing prior knowledge is the first phase of a lesson. A closer look at the name of this lesson phase implies that a teacher, based on his/her planning, preparation, and knowledge of a secondary pupil, during this beginning phase makes a “diagnosis” of the knowledge which a pupil possesses. His/her aim is to determine what of a pupil’s *possessed experience* is *relevant* to the new content he/she wants to teach. To attain this aim, active participation is required. Thus, the *course of learning* already begins during this phase, since a teacher, via his/her accompaniment, already is making an appeal to a child’s *sensing* which, as a stable sensing, makes him/her ready to attend, along with think, remember, and more. Hence, based on a teacher’s purposeful questions, a pupil has the task of recalling and formulating relevant knowledge, skills, and insights to which he/she has attributed sense and meaning in the past and, thus, is possessed experience. Stated simply, a secondary pupil must *know, remember,* and verbalize past experience which is meaningful to him/her. Relevant knowledge, as possessed experience, is purposefully *placed in the present* [recalled] by verbalizing it, on the one hand, as an answer to a question and, on the other hand, as evidence of what he/she “knows” about a topic. Although, at this stage, we know the psychic life of a secondary school child is actualized at a higher level because of affective stability, cognitive order, and normativity, nevertheless, it is important to note that a teacher’s accompaniment of a pupil during this phase (also the other lesson phases) is critical. Thus, conversation is usually a prominent ground-form during this lesson phase and, thus, as far as its *affectively laden* nature is concerned, should be such that it *affectively stabilizes* a child and makes him/her willing to participate. Thus, a child must have the boldness to answer questions and formulate them for him/herself.



On the other hand, a teacher's questions must be appropriate, clear, and purposeful to enable a secondary child to answer them in a cognitively ordered way (by thinking, remembering, etc.).

According to Van Dyk, a teacher's teaching aim is to detect certain gaps in or incompleteness of a pupil's knowledge or possessed experience. The reason for this is to make the pupils aware of them, and determine their entry level (Van Dyk). From a psychopedagogical point of view, first, this means a child begins to feel the gaps in his/her knowing and possessed experience, and this initiates a fruitful cognitive intention to learn, and to overcome his/her not knowing or incomplete knowledge. However, if his/her possessed experience is assessed too highly, this also can contribute to a lesson failing, since his/her *cognitive accompaniment* then is not in harmony with his/her cognitive level (knowledge, skills, insights, etc.) and they are senseless and meaningless to a child.

During this initial phase of a lesson, the *totality* of the *course of learning*, in terms of actualizing the modes of learning constantly, is at stake. Although superficially, it seems as if remembering and thinking, as modes of learning, are prominent during this phase of a lesson, which is the case, it is emphasized that the entire course of learning, from a stable sensing via attending to actualizing the cognitive modes of learning, here and in every lesson phase, constantly is at stake. Thus, a harmony between the course of learning and of teaching is essential, since a teacher's accompaniment (affective, cognitive, normative) is the basis for the actualization of adequate learning on the abovementioned levels.

### *7.2 Stating and formulating a [lesson] problem*

It is a well-known fact in psychopedagogical theory that a sharpened intention to learn (willingness to learn) is *aroused* in a child to the extent that he/she him/herself experiences or physically feels a problem. Such an experienced problem, and a lived experiencing of it, create a fruitful opportunity, where a child not only reaches back to (remembers) his/her existing possessed experience, but also, in thinking, he/she searches on an *abstract, conceptual* level for a *solution* to a problem.

During this phase, a teacher has the difficult task of making visible to a pupil the essentials of a new learning aim as a problem (Van Dyk). This aim can be achieved if, because of his/her *stable sensing* and a *focused attending*, he/she him/herself discovers the gaps or deficiencies in his/her possessed experience, whereby the content becomes a problem for him/her. As far as cognitive accompaniment is concerned, here a teacher must show initiative and flexibility by asking questions and verbalizing his/her lived experiencing of a problem. Although here there is no real or systematic solution to a problem embedded in his/her learning aim, the sharpening and dynamics which lead to actualizing the *course of learning* are of particular significance.

Examples includes intensifying a secondary pupil's attending, his/her focus on a problem, enlivening thinking, sharpening analysis, and the like, by which he/she can anticipate solutions at this stage.

The importance of one's own lived experiencing and formulating a problem by a secondary child must be emphasized. This is the time in a lesson during which a learner experiences that his/her possessed experience is insufficient and, because of this lived experiencing, he/she makes a willful decision to use his/her perceiving, thinking, imagining, remembering, etc. cognitively to look for a solution. A fruitful *tension* is created, and a problem becomes a *personal* challenge. To see and accept a problem as a challenge, a pupil must be affectively prepared (willpower), cognitively enlivened (tension), and it must be sensible and meaningful for him/her to find a solution.

This phase, in its connection with the phase "actualizing foreknowledge", is critical in the course of a lesson, since it is here that a pupil makes a decision about whether to explore unknown content with a teacher. In this respect, it is meaningful to consider a secondary pupil's stage of becoming, as someone who is inclined to be critical, matter of fact, and questioning. Hence, a problem must speak to him/her and provide the content as a challenge. In addition, because many of these pupils are in puberty, often uncertainty and self-confidence show a flip-flop

nature and, hence, such a pupil still is given the necessary affective support (encouragement, approval, etc.) along with cognitively ordered accompaniment while stating or formulating a problem.

### 7.3 *Exposing new content*

Exposing new content emerges from the previous two stages, which serve as a meaningful beginning point of a lesson.

Among didacticians, this phase also is known as the middle phase, and forms a point of contact with the two preceding ones. At this stage of a lesson, a teacher already is sure what the relevant possessed experience of a pupil is, as well as the gaps shown in relation to solving the problem. In his/her turn, a secondary pupil lived experiences a feeling of anticipation, since he/she, because of an analysis of his/her own possessed experience, cannot adequately answer the problem posed on a cognitive level. Such a positive attitude of anticipation rests on the pillars of a *stable sensing* and a *sharpened attending*, the foundation of which is laid in the previous two phases. The dynamics resulting from this on a gnostic-cognitive level in terms of adequately concentrating, sharply perceiving, solution-directed thinking, and the like, are significant and now are utilized by a teacher.

Since this phase is focused on unlocking the essences of the new content, it is important that connections are found with a secondary school child's primary *attunement to cognitive learning* in terms of the learning modalities of analyzing, synthesizing, ordering, abstracting, forming concepts, and problem solving.

As a teaching form, an example or exemplar, e.g., is extremely valuable here since the essences of the content are included in it, which not only enables a teacher to unlock the content effectively, but also provides ample opportunity for a child's participation by means of the above mentioned learning *modalities*. Initially during this lesson phase, a teacher takes the initiative by clarifying, analyzing, explaining, observing carefully (by using teaching + learning aids) for demonstrating, pointing out relations, and more, but its true sense is in the fact that the cognitive modes of learning, such as perceiving, thinking,

imagining, remembering, etc., via their modalities, must be directed and actualized, are equally important. Secondly, since the effect of teaching is borne and confirmed by the *learning effect* achieved, it is imperative that, periodically a teacher check to see, through questions and answers, whether his/her teaching has been meaningfully understood, and has led to insight by the pupils as an outcome. A lived experiencing of *cognitive order* by a pupil, and an incipient integration of the new with his/her possessed experience is essential here. In this respect, e.g., a clearly designed board scheme is of inestimable value because, on the one hand, it includes the essentials of the contents, an ordering, and synthesizing and, on the other hand, it promotes the cognitive modes of learning with their own modalities, such as analyzing, ordering, synthesizing, abstracting, concept forming and integrating.

During exposing new content, a teacher's accompaniment is strongly colored *cognitivel*, and is directed at a child's self-actualization, but this is effective only if his/her *affective "foundation"* is stable and is *crowned by a normative meaning-giving "superstructure"*. A child's real understanding of and insight into content, thus, is a result of an effective course of learning on an affective, cognitive, and normative level.

Because of a secondary pupil's focus on ordering, logical reasoning, understanding, and insight, it is essential that he/she is given ample opportunity to ask questions, especially during the first control [as checking up on]. Not only does this provide an opportunity to evaluate his/her experienced and meaningful lived experienced insight, but also already is a first indication of the degree to which the essentials of the content are connected to his/her existing possessed experience. Hence, lack of clarity, and possible misunderstandings can be identified and intercepted here.

#### *7.4 Actualizing the lesson content*

This phase of a lesson is not separate from exposing new content and, in fact, is an integral part of it. From a didactic point of view its focus is on controlling (checking on) insights that pupils have regarding the essences (elementals) of the new content.

From a psychopedagogical point of view, this control phase implies an initial checking up on the *course of learning*. In other words, a teacher must determine the extent to which his/her teaching, as (affective, cognitive, normative) accompaniment, has supported a secondary pupil to the extent that his/her sensing is affectively stable, attending is realized and, thus, in a cognitively ordered way, he/she perceives, thinks about, remembers, etc. the content. Thus, it involves a first checking of a pupil's *experienced and lived experienced* insight, and the extent to which it already has or will become a *meaningful* part of his/her *possessed experience*. The teaching effect and the learning effect both are relevant in this lesson phase because they also check on the effect of a teacher's unlocking (reducing, ordering, explaining, etc.) and, on the other hand, a child's mastery (knowing, understanding, grasping, etc.) the content.

This phase creates a fruitful opportunity for a secondary pupil to clear up any uncertainty about the content by means of questions and, together with the help of a teacher, to discover logical relationships, coherence, and eventually to arrive at his/her own *ordered synthesis* of the essences of the content. A child's formulations and actions are especially significant in that they reflect the *learning effect* which has been achieved to this point. Such formulations and actions as *behaviors* are the result a of meaningful actualization a child's psychic life and are a direct indication of whether a teacher can push through to the remaining phases of a lesson, i.e., functionalizing and evaluating [content].

### 7.5 *Functionalizing*

This phase already marks rounding out and completing a lesson. Thus, didacticians view it as a phase which is still within the flow of a lesson. The concept functionalizing embodies the meaning that something becomes functional, i.e., is put-into-function [used], a particular function is performed, thus, becomes an activity. If we place this within the context of the total course of a lesson, it means that a secondary pupil, under the accompaniment of a teacher, must have added subject-specific knowledge, insights, and skills to his/her possessed experience

that enable him/her to *elevate* his/her *level of behaving*. As far as actualizing his/her psychic life is concerned, a pupil, by his/her willful deciding, imbues his/her experienced content with sense and meaning and, as knowledge, insights and skills, they flow into his/her existing possessed experience, the latter of which enables him/her to elevate his/her behaving (actions, activities, choices, creative activities, applying etc.) to a higher level.

This is not about memorizing facts and practicing or repeating certain skills or insights, but about *changes* which eventually occur with a secondary child based on him/her actualizing his/her psychic life. Functionalizing is a sign of a pupil *becoming different* because learning has been actualized effectively.

To put this change in a pupil's becoming in perspective, it is necessary to look briefly at some didactic-pedagogical statements surrounding the concept of functionalizing, i.e., the "practice" and "application" of insight. Regarding "practice", a distinction is made between "practicing *to* insight" and "practicing *of* insight" (Van der Stoep and Van Dyk).

Before interpreting these concepts psychopedagogically, it is emphasized that "practice." within the context of a lesson, does not mean a memorization process of imprinting, preserving, and reproducing learning content. The traditional view in the psychology of learning, especially in the old psychology of memory, that learning content is imprinted through repeating, coaching, and "drilling", preserved by forming associations, and eventually reproduced automatically, is not applicable here and, in fact, is rejected.

From the point of view of psychopedagogics, practicing *to* insight means, on the one hand, an event during *learning* in which a pupil *functionally applies* his/her experienced and lived experienced insight and "tests it out" with examples (mathematics, language, etc.) like those a teacher has unlocked. His/her newly acquired insight, as possessed experience, thus, is used to solve corresponding problems. A secondary pupil is allowed, under the accompaniment of a teacher, to activate

his/her insights him/herself. If he/she is successful, he/she is ready to move on to the practicing *of* insight which, according to Van Dyk, is “an insightful mastery of subject-specific terms, relationships, and skills, as well as a loosening from an obsession with, and attachment to one particular example.”

Thus, practicing of insight implies a higher level of cognitive understanding and mastery by a secondary pupil. Such cognitive refinement and orderliness which occurs from an effective actualization of his/her cognitive modes of perceiving, thinking, imagining, fantasizing, and remembering shifts the emphasis *from* learning new techniques or integrating new content, *to* mastering a wider scope of content (new examples). Because of a secondary pupil’s *synthesized insight*, as possessed experience, h/she now is able him/herself to make fruitful applications from one subject (mathematics) to another (physics).

The possibility exists and can also be stated as a particular expectation that a pupil has reached such a level that it is not just a matter of learning the content as an aim itself, but that it is a means (Van Dyk) by which new possibilities arise. Thus, a learning effect becomes visible in a secondary pupil’s own *project-achievements* and *creativity* (behaviors), thus, in the personal stamp he/she prints on it. In this respect, a pupil’s possessed experience not only becomes functional, but also reflects the so essential moments of emancipating, differentiating, distancing, and objectifying which must occur in a child’s becoming.

It must still be born in mind that a secondary pupil is in puberty, and on the threshold of adulthood. He/she has the task of increasingly providing evidence of independence, and that he/she is able to increasingly handle the demands, obligations, and responsibilities of an adult lifeworld.

### 7.6 *Evaluating*

The issue of evaluation, also known as testing, measuring, examining, and assessing, is a necessary part of teaching practice. Evaluating usually presupposes an assessment or valuation of achievement of a pupil(s) as the outcome or result of what has been learned.

From a psychopedagogical perspective, the issue of achievement evaluation does have merit, but with the proviso that achievement is not one-sidedly elevated to what all teaching strives for.

To determine whether there was a fruitful and meaningful interaction between a *course of teaching* and a *course of learning* involves more than a mere testing of factual knowledge, insights, and skills. That this also is important is not denied. In addition, an evaluation of the meaningfully lived experienced insight of a secondary pupil, as *cognitively ordered possessed experience*, must give evidence of the mastery of certain subject-specific knowledge, insights, and skills. Therefore, assessing achievement, on the one hand, can indicate the extent to which meaningful lived experiencing can be seen as meaningful learning by a child and, on the other hand, as the quality, result, or effect of a teacher's effective accompaniment. However, it is emphasized that evaluating must and ought to reach much further. Evaluating also involves determining whether the *psychic life* of a secondary pupil is actualized adequately. That is, determine if his/her possessed experience, based on a harmony between the course of teaching and the course of learning, increases in scope and quality, such that his/her level of life (behaviors) is elevated in the direction of adulthood.

Evaluating should, thus, eventually be the way in which a teacher, as educator, can make a value assessment of whether a secondary student him/herself increasingly explores (reconnoiters and investigates the world), emancipates (becomes more independent), distances him/herself (takes his/her own position), differentiates (choose and decide for him/herself), and objectifies (shows a businesslike disposition). Thus, here there is a teaching and learning effect insofar as they lead to positive change in actualizing the learning and becoming of a youth on his/her way to adulthood, as they are observable in his/her behaviors.

From these comments on evaluating, it appears that existing forms or modes (tests, exams, etc.) make it difficult to attain a valid and reliable assessment of the actualization of a pupil's psychic life. However, from a psychopedagogical point of view, it remains an



ideal which must be pursued constantly, otherwise there is the risk of losing sight of a teacher's *educative* aims.

Hence, evaluating, as the last phase of a lesson, has a two-fold objective, one of which cannot be detached from the other. Firstly, by means of various evaluative techniques (tests, exams, qualitative assessments, and more), the aim is to assess the state of the *course of learning* (actualizing the modes of learning), especially as this becomes evident in certain achievements, such as insight into the learning contents, applying, and implementing them in known and new situations, demonstrating skills, etc. On the other hand, including the above aims, the [ideal] aim is to assess the totality of a secondary pupil's actualization of his/her psychic life, i.e., the effect the learning event has had on his/her becoming adult. Thus, evaluating primarily has a pedagogical aim and, thus, there is an urgent need of searching for other norms and criteria for assessing\* which, in addition to the existing forms of evaluation, can supplement our image of a youth's actualization of his/her psychic life.

### 7.7 *Synthesis*

Looking back at the preceding introductory thoughts about accompanying a secondary pupil in a lesson situation in terms of teaching and learning aims, we can summarize them via the following synthesis:

7.7.1 A secondary pupil's *affective life* is primarily stabilized and provides a fruitful basis for effective learning. It does happen that this pupil experiences fluctuations in his/her emotional life and, thus, may have problems in a lesson situation. Despite his/her advanced level of maturity, compared to, e.g., a primary pupil, however, regarding his/her emotional becoming, he/she relies on affective accompaniment to affective self-realization. Affective accompaniment by a teacher in a lesson situation is the reverse side of a child's affective self-actualization. In this respect, the affective stability of a pupil's sensing is a necessary condition for a successful course of learning in all phases of a lesson. Hence, a teacher has the task of affectively supporting a

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\* In this regard, see Hannah, C.: Die probleem van evaluering in die onderwys [The problem of evaluating in teaching] in: *South African Journal of Pedagogy*, vol. 13(1), March 1979.

child throughout. As far as his/her accompanying (teaching) is concerned, a teacher *strives* to create a climate of *affective stability* to stabilize a pupil, on the one hand, and to enable him/her to learn, on the other (stabilize sensing as a learning aim).

7.7.2 The increasing actualization of a secondary pupil's *cognitive potentialities* in a lesson situation rests on a stable affectivity (sensing). Along with attending, a pupil is enabled to perceive, think, remember, etc. in an orderly way whereby the learning modalities of analyzing, synthesizing, ordering, abstracting, forming concepts, solving problems and integrating are actualized. Complementary to this is a teacher's cognitive accompaniment through which a learner's cognitive modes of learning are directed, supported, and realized.

Without such an ordered cognitive accompaniment by a teacher in a lesson situation, there can be little orderliness in a secondary pupil's cognitive life. Mastering and eventually integrating learning content with a pupil's possessed experience are not possible without a teacher's purposeful accompaniment, on the one hand, and a child's meaning-giving directedness, on the other. An orderly and meaningful result of effective teaching and learning form the basis for a *change* in a child's becoming, and still changing his/her *behavior* in the direction of an educative aim (remote aim). Thus, a teacher's teaching aim is to cognitively accompany a child (reducing, ordering, unlocking, etc. content) such that an immediate learning aim, i.e., a sharpened attending, orderly perceiving, thinking, imagining, fantasizing and remembering can be actualized.

The outcome of effective cognitive accompaniment by a teacher, thus, is an ordered cognitive life in a pupil, thereby fulfilling a teaching aim, via a learning aim.

7.7.3 A pupil gives sense and meaning to a lesson event, in that he/she is affectively and cognitively involved in it. Thus, it is the way he/she takes meaning from and gives meaning to a total teaching event. An adequate giving of sense and meaning to learning content is encompassed further by a teacher's purposive

affective and cognitive accompaniment – thus, the extent to which he/she succeeds in accompanying a child to give his/her own meaning to the content. The latter becomes embodied in a child's meaningful possessed experience, which not merely is seen as knowledge in a child's behavior, but also as an increasing capacity to act independently, to judge and choose in situations outside a school situation. This implies that the ultimate sense and meaning of the immediate teaching and learning aims are in a child's becoming adult, thus, in terms of a more distant aim.

In summary, the effect of teaching in a lesson situation is visible in a learning effect which congeals and is integrated in a pupil's possessed experience, and this enables him/her to increase his level of exploring, emancipating, differentiating, distancing, and objectifying as an adult actualized these activities.

## 8. SYNTHESIS: LESSON PRACTICE IN PSYCHOPEDAGOGICAL PERSPECTIVE

### 8.1 *Didactic-pedagogical question*

The initial question in this chapter stems from a didactic-pedagogical distinction among a lesson aim, a teaching aim, and a learning aim that a teacher must keep in mind, on the one hand, in his/her lesson planning and, on the other, in the course of his/her teaching. For a didactician, this involves planning and anticipating his/her lesson aim arising from particular lesson content, or curriculum, with a preconceived learning aim, known as *effective learning*.

In other words, a lesson aim must be transformed into a learning aim (effective learning) which, in turn, must be realized by a child in his/her participating in a teaching event. As a result of this triad of didactic-pedagogical aims, a teaching practice which, in its course, consists of the various lesson phases which are described in great detail, and within which teaching and learning events must be in harmony to actualize effective learning.

### 8.2 *Psychopedagogical question*

From the previous didactic-pedagogical questions, the first question which arises is the meaning of *effective learning* for a

child in a teaching situation. In other words, how does a child learn in such a situation, and how does his/her learning progress within the various didactic-pedagogical lesson phases? Even further, how do the various modes of learning occur within a particular lesson phase (where applicable)? The answer is stated continually that learning is actualized by means of actualizing a child's psychic life, as emphasized throughout this book.

Secondly, from the above didactic-pedagogical aims, a psychopedagogical question arises regarding the possible findings, relevance, and accountability of the *accompaniment* by a teacher in a lesson situation. This accompaniment is differentiated into affective, cognitive, and normative meaning-giving accompaniment. Thus, the psychopedagogical question involves the essences of these three ways of accompanying, especially seen within the following specific age groups: the toddler, the junior- and senior primary, and the secondary schoolchild. Thus, the question is about accompanying a particular child in actualizing his/her psychic life to effective learning.

### *8.3 Aims of psychopedagogical accompaniment*

A deeper reflection on the above three modes of psychopedagogical accompaniment, seen as differentiated ways of accompanying, and where each is implemented with a child of a particular age, has led to the separation and ordering of the following psychopedagogical aims, which are applicable to all children in all age groups:

8.3.1 further-lying or ultimate aim of psychopedagogical accompaniment, i.e., the adequate actualization of the psychic life.

8.3.2 nearby or immediate aims of teaching and accompanying, i.e., affective stabilization, cognitive order, and giving meaning normatively.

8.3.3 specific learning aims, and

8.3.4 particular aims of becoming.

#### *8.4 Practice-oriented differentiated psychopedagogical accompaniment of the psychic life of a child-in-education.*

##### *8.4.1 Psychopedagogical accompaniment of a toddler in preprimary school and of a junior primary child in primary school*

With the abovementioned aims of accompanying in mind, guidelines are presented by which the three modes of accompaniment (affective, cognitive, normative) of the *ways of learning and becoming* of toddlers as well as a junior primary child can proceed via accompanying the *learning modalities*. In each case, didactic tasks are distinguished which must be closely researched by preschool- and beginning-didactics.

##### *8.4.2 Psychopedagogical accompaniment in a senior primary and secondary school*

In terms of its pedagogical guidelines, psychopedagogical accompaniment, in many respects, is a transitional period to a secondary school. In particular, the cognitive becomes increasingly prominent, and the cognitive modes and modalities of learning can be delimited within the lesson phases, although the course of learning must still be seen as a totality. The particular aims of psychopedagogical accompaniment must be differentiated gradually in terms of their nature and level, but are important guidelines for a teacher in his/her planning a lesson.

As for a secondary child, the entire group is handled as a unity, and a complete image is given of how the various modes of accompaniment take their course within the different *lesson phases* is illustrated.

The synchronization of the course of teaching with the course of learning, and, thus, of didactic and psychopedagogical accompaniment, within the lesson phases can perhaps be best illustrated in a secondary school. In contrast, lesson phases are not always distinguishable or visible in the preschool and junior primary periods, but the modes and modalities of learning are very evident during learning. However, it is believed that these

aims provide an important guideline for future psychopedagogical, didactic, and subject-didactic research..

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