

# THE POSITION OF PUPILS IN THE JUNIOR PRIMARY (GRADES 1 - 4) LESSON SITUATION\*

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## 1. INTRODUCTION

It is the task of the subject didactician to make a scientifically founded investigation of the possibilities of particularizing the course of a lesson and put designing a lesson on an accountable foundation. An important first delimitation in subject didactics ought to be the position of the pupil with respect to the content and the teacher. The teacher, learning content, and child are essential components of a lesson situation, and they show a multiple relationship structure which constitutes part of a comprehensive lesson structure. The problematic of a lesson situation is not separable from the problematic of the aims and sequence phases of the lesson. Therefore, the subject didactician has the task of

classifying aims from a complete analysis of aims so that a possible lesson aim is formulated from reflecting on a function analysis and classification from which possible examples of lesson situations emerge.

The position of the child with learning difficulties in various lesson situations also must be determined. A judgment must be made about the question of whether an ortho-subject-didactic situation ought to be "different" from the lesson situations classified. Where the universals of lesson situations are looked at, also particulars must be penetrated, such as those regarding the learning content and the functional in junior primary school teaching. The junior primary child and a school subject, such as Environmental Study, is considered.

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\* **South African Journal of Pedagogy** (1979) 13:2, 55-74.  
Descriptive examples added by me (G.Y.) from Chapter Three from Landman, W. A. (Ed.) (1981) **Kind en Skool**. Pretoria: N. G. Kerkboekhandel Transvaal

## 2. METHODOLOGICAL ORIENTATION

On the one hand, the subject matter didactician reaches for the original experience of teaching for a scientifically based foundation and, thus, makes use of the **phenomenological method** to attain this aim. On the other hand, there also is a search for the functional in practice, with the thinking eventually culminating in **model structuring** for the future. For this aim, the choice is the **intuological method** (Potgieter), a systems approach by which one searches for a whole perspective on a particular reality with the aim of projecting that reality onto a structure model to plan the future in terms of it. An authentic example of such a systems model is the structure of the sequence of phases within a lesson [actualizing foreknowledge, stating a problem, presenting new content, etc.]

Intradisciplinary comparisons of, e.g., fundamental, historical, and psychopedagogical sequence structures agree with the nature of the intuological method. Comparative possibilities of thought constructions such as the sequence structure of a lesson and, particularly the models of lesson situations offer a broader and more refined perspective on teaching practice and its future.

As mentioned, a scientist has the task of **analyzing** to eliminate non-essentials or describe and focus on the essentials of the matter being investigated. In the following, a brief exposition is given of the analysis of the lesson situation.

## 3. AN ANALYTIC VIEW OF THE LESSON SITUATION

An aim and function analysis of a lesson situation can raise several selected core questions which are general. An analysis of the lesson components, i.e., the teacher, the child, and the learning content is relevant. Questions about how a child learns and how the various learning relationships fit in structurally must be analyzed. The teaching aim, as a direction-giving component of the teaching activity, must be researched. Pedagogical streams of thought from the post-Humanistic or late Mental period (approximately from the 17th Century) as manifested in contributions of authors such as Comenius, Rousseau, and Herbart are particularly valuable. Equally so, the pronouncements of representatives of the Functional period (approximately 1800 - 1950) such as Pestalozzi, Bergson, Dewey, Montessori, and Decroly are illuminating.

Regarding the problematic of the lesson sequence, the searchlight is focused only on one example from each sequence phase, e.g., on how a child can be enlivened at the beginning of a lesson. The importance of a planned statement of a problem for realizing the moment of wonder, as a beginning awareness of a problem, ought to be pointed out. Reduction of the learning content and genuine concept formation similarly place high demands for proficiency on the teacher. Is it possible to delimit practice aims in terms of learning aims and allow this to be connected with the application of differentiated assignments in the functionalizing phase? What criteria of evaluation are attuned to the child-as-totality? A diagnosis and error analysis can give direction to providing ortho-subject-didactic help. Such an addition then completes the evaluative triad of the sequence of the lesson as a system.

This especially is the view of authors such as Bonsch, Gartner, Klafki, Wegmann, and Hausmann<sup>\*\*\*</sup> who provide guidance for solving the problems mentioned above. The position of the pupil in a lesson situation, particularly the junior primary lesson in this study, must be determined anew for each phase of the sequence of a lesson.

To illustrate an analysis of a lesson situation, the following example is offered:

Statement of the problem: how can a child become enlivened at the beginning of a lesson?

The associated activity of calling up foreknowledge asks of the teacher a sympathetic approach where trust, understanding, and the exercise of authority are embodied in his/her friendly greeting, his/her directedness to an aim, his/her good preparation, and courteousness. In his/her search for points of contact between the new problem and a pupil's possessed experience, he/she must refer to known, every day, familiar, or societal events, and experiences.

These references can be made in the form of play, conversation, example, and assignment such as, e.g., dramatizing everyday experiences, telling a story, a learner or class discussion, or a visual

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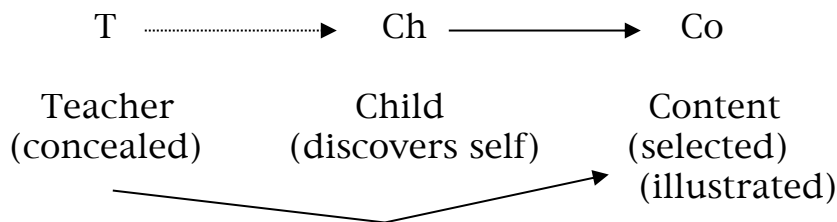
<sup>\*\*\*</sup> These authors possibly ushered in the Integral period (after 1950).

demonstration. The **known form** (life form) **and content** (foreknowledge) give the child immediate direction and **stability**.

It is precisely the known which indicates to a child that there are unknown and strange aspects to get at. Bonsch, in agreement with Rousseau, believes that a child him/herself must experience and "feel" a problem to be interested in it. Interest shows a spontaneity and "inherent appeal" for the importance of the subject contents, an **attentive** being directed to their quality, an emotional merging of awareness of value and acceptance, and a stable ability to stick it out. Inquisitiveness, asking questions, a readiness to learn, joy for a lesson are forms of expressing interest, as taking up an aim.

In "enlivening a pupil," a teacher often makes a mistake by only asking a few questions about the previous lesson, and then announces the new theme (problem) too soon. He/she then assumes a position opposite the child. Looking and experiencing (Bonsch), however, are more original ways of a child opening him/herself up. Self-perceiving, self-doing and thinking are ways of self-actualizing which ensure an effective lesson sequence. **Here a direct, original confrontation of the child with the formative content should be preferred.**\*\*\*\* The teacher's help is concealed because he/she previously elaborated the content by selecting, ordering, illustrating, planning questions, and instructing. Thus, he/she gives help and support in a roundabout way.

It is possible to give a preliminary classification of this lesson situation in the structural model represented:



A further situational classification and divergent possibilities of variation also are considered.

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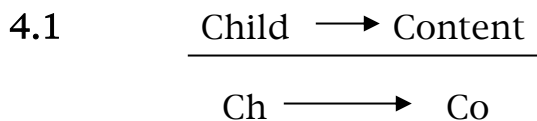
\*\*\*\* See the explanation of the lesson on "The parakeet" in the dissertation mentioned.

#### 4. POSSIBLE LESSON VARIATIONS FOR SUBJECT DIDACTICS

With further reference to Klafki's thought about the harmony between two aims, i.e., the categorical unlocking of reality and self-involvement, all lesson situations can be put into two categories where, on the one hand, **the self-unlocking of the child is primary** and, on the other hand, where the emphasis is on **unlocking reality** [by the teacher]. In the first group, the child, as a learning initiative, is of great importance. and the child takes a **position opposite the teacher**, in what can change from a dependent-receptive to an extremely independent-structuring attitude. The pupil also can assume a **position apart from or with another pupil(s)**, which varies from individual to full interaction.

In unlocking reality, there is a clear elevation in level of the **appeal the learning content directs** to a child. Here, there can be a variation from concrete-visual to abstract-differentiated contents. Even **ordering the contents** can either be uniform or differentiated. Initially, the **attitude of the teacher** can be dominant-subjective, because "the total re-presentation of the contents and direction of the lesson sequence is initiated by the teacher," or his/her attitude can gradually be dominant-objective, because "the teacher continually steps behind the learning material" (Van Dyk in Afrikaans).

With the double unlocking of reality as an aim in mind, two recognizable fundamental lesson situations must be accepted as points of departure for other lesson situations. From a child [philosophical-] anthropological standpoint that a child is an initiative to learn, the first structural model is constructed.



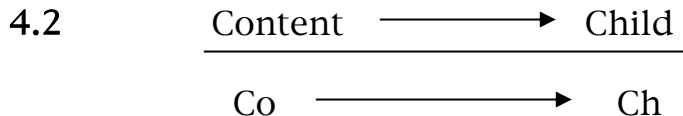
In this lesson situation, only two components come to the fore--the child and the content. The child is the initiator and learns in his/her original experiential going out to reality in intuitive, naïve, or evident ways.

##### **Example**

On a school playground, a place is found where ground squirrels live. The pupils take the opportunity to observe the animals during

the day, feed them, and even experience anxiety and joy (Pestalozzi) about them. Playing, as adventure, conversing among the pupils, and generalizing from living examples are important basic didactic forms here.

A second fundamental point of departure for learning is where a child not only goes out to reality, but reality directs an appeal to him/her. Then the following model is relevant.

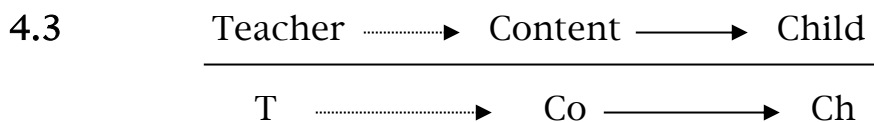


Here the learning content directs an appeal to the child because of its intrinsic quality, and the child is freely drawn to it, although he/she remains mainly receptive.

**Example**

A child plays with several balls and finds that they do not weigh the same and do not bounce equally high. His/her sensing of a problem (Dewey) leads him/her to seek a solution. He/she begins ordering and comparing, testing and investigating, and finds that smaller and lighter balls bounce much higher than larger and heavier ones.

There are some lesson models which can be directly linked with this basic model where the appealing content is decisive.

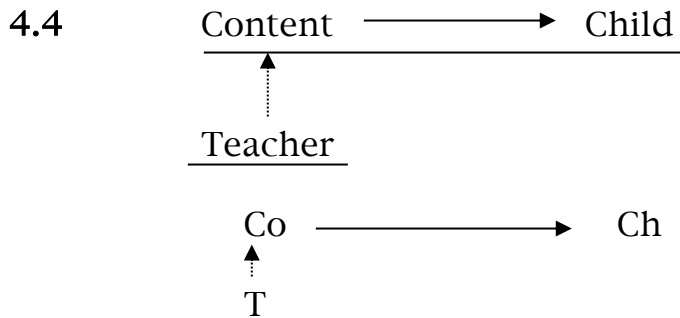


The teacher takes a concealed position and guides the child indirectly. The function he/she performs is one of **micro-attunement** where this involves "initiating and maintaining a desirable learning climate" (Van Dyk in Afrikaans). From the nature of his/her receptive position, the child moves on a concrete-visual level where knowing is mainly the aim.

**Example**

Montessori has play material (motivational material) designed so that they lead a child to discover for him/herself, correct his/her

errors, work at his/her own tempo continually arriving at a sudden insight and an understanding of the relations of things. The teacher must intervene as little as possible for a child to be able to discover for him/herself. However, Montessori allows older children to help the younger ones, or the teacher to move among the children, as a verifier and evaluator.



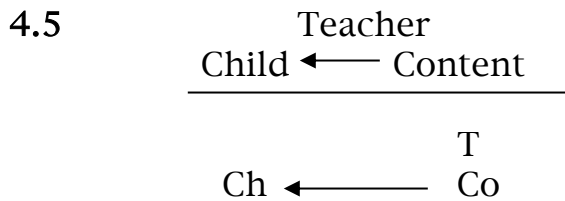
This lesson situation is based on the principle of observation. The learning content is presented at a particular time and way, as decided by the teacher, usually by demonstrating, displaying, or exhibiting it.

By example, the teacher explains the important or general aspects of the learning content. In his/her new position alongside the learning content, he/she demonstrates to the pupils, and lets them join in so they themselves can participate. During this lesson situation, usually there is a conspicuous enlivenment of the children. Gradually, there is a switch from a receptive-dependent to a structuring-independent attitude (Van Dyk). The attainment of proficiencies and skills (Klafki), physical dexterity (Gartner), good methodical exploration (Rousseau), intellectual and moral forming (Pestalozzi) are dividends which enable a child to act independently and responsibly.

**Example**

The theme "Caring for the body" holds out the prospect of physical dexterity and responsible self-care. The teacher demonstrates by bathing a doll and not a child. Thus, he/she doesn't merely offer the learning content, but gives it an indirect meaning. His/her systematic, logical treatment holds for each type of body care, e.g., the hair, teeth, or nails. The sparing use of the medium employed, the correct routines (methods) and cleaning up (responsibility) are themes relevant to those mentioned. Strong motivation in an

isolated situation and direct practice according to his/her own tempo enables a child to strive for what is proper.



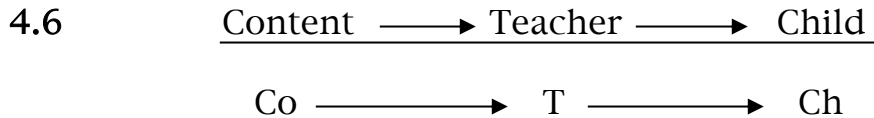
In this lesson situation, the teacher squeezes in next to the learning content. The teacher and learning content each lose something of their identity, but together they contribute to an increased appeal. The child's focus is important and is characterized by a strong affective involvement with the content (Gartner). Wegmann speaks of an "encounter" with and a "humanizing" of the learning content, which is more important than sensory perception. Initially, the child is receptive, expectant, and listening, but later switches to a spontaneous, structuring conversational position. A cushion of love and understanding surround this lesson situation.

**Example**

In a First-Grade class, the pupils gather around in an intimate circle when "The dog as a pet" is considered. The teacher holds a puppy close and pampers it while asking questions about the children's own lifeworlds. The affective involvement of humans and animals, and the simulation (humanizing) of the dog open the way for a free narrating of experiences. While observing, there also is guided discovery and interpretation. The living exemplar provides the children with security and gives them the courage to participate. The dog startles the pupils with a sudden bark, and the teacher calms them by saying, "Tobey certainly is very frightened. Come, let us put him back in his little box and give him a biscuit."

In the series of lesson situations described thus far, there is mainly a micro-attunement, with a strong emphasis on unlocking reality. The second group of lesson situations, which also are concerned with unlocking reality and show a dominant-subjective and a dominant-objective teacher attitude, now are discussed.

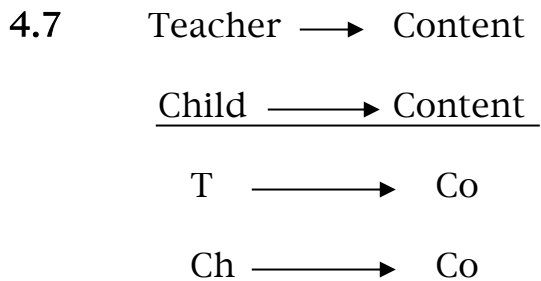




Here the teacher acts as interpreter and unlocker of the learning content. Because of human shortcomings, culture-boundness, biases, and other factors, the teacher influences the learning content. This is a forced but necessary reinterpretation because otherwise, the child cannot come to know the content. The interpretation can only be done through language as a symbol system. The teacher, as a person, his/her presentation and use of language are of decisive significance here, and require a thorough study of the subject matter, a balanced perspective on it, and an emotional stability unique to a formed person (i.e., an adult). The child usually shows a receptive dependency in this micro-attuned lesson situation.

**Example**

In a lesson in Environmental Study, the teacher tells the story of Rachel de Beer. The children experience the interpretations very emotionally, but also cognitively. Motivating them to bravery depends on whether the teacher can identify him/herself with little Rachel. Clear representation (mimicry, improvisation) and scintillating narration lead the children to form their own judgments and conclusions in terms of what is normative-acceptable.

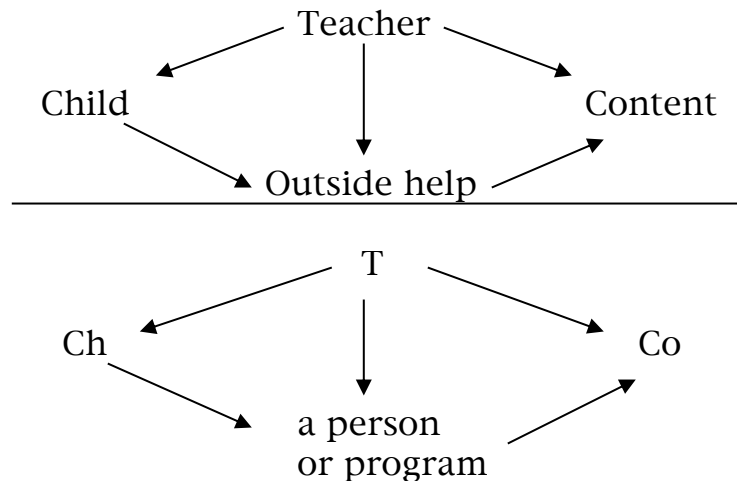


In this analogy-activity, the teacher presents him/herself to the children as learning content. This example, as a "first" image of adulthood, especially presents the normative. The children identify themselves with the teacher and thereby with what is proper. With a small child, this apparently is "copying", but Muller-Eckhard expresses it as so-called "imitating". This idealizing has future value because it leads to a lifestyle.

### Example

A teacher explains to a Second-Grade class that a person must pray to God for help if he/she has a problem. Shortly after, looking for the key to the classroom, the teacher gropes about in great frustration, and a concerned pupil said, "If we pray, the Lord will give us the key!" He/she must take an act of faith and, at the end of the school day, finds the key in a newspaper in the wastebasket. With eyes looking up, the key falls out from among the trash.

### 4.8

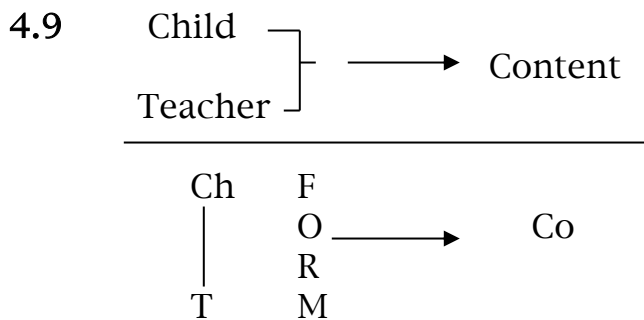


On certain occasions, the teacher makes use of outside help, such as professional persons, other outsiders, or teachers on television, and movies, or instances such as a fireman. The teacher cannot disconnect him/herself from the lesson situation, much less be absent. He/she has the responsibility to bring about "synchronizing" among child, assistant, and learning content. The receptive attitude of the child is one of expectation and anticipation. There also is respect and authority because of the knowledge and experience of the visitor, but it is the teacher's presence which provides security. This micro-attunement can be succeeded by a stronger macro-attunement when the "outside help" is a program, such as programmed instruction. Then the child is compelled to act in a distanced, independent way, while the teacher only controls (checks, verifies).

### Example

During a television lesson, an unfamiliar person presents the lesson content while the teacher remains in the class ready to exercise control (verify). The teacher should review the television recording beforehand and be aware of the course of the lesson.

In the following group of lesson situations, the position of the pupil with respect to the teacher changes from dependent-receptive to independent-structuring. The initial micro-attunement later proceeds to a macro-attunement. Self-unlocking now enjoys prominence.



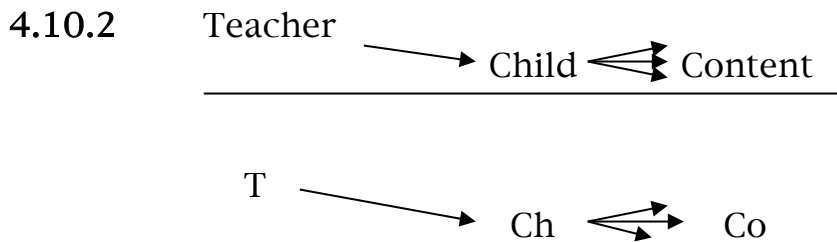
This lesson situation is the preformed field for later independence. Both participants are strongly attuned to each other, and by each, there is a partial loss of identity. The fruitful moment unfolds when a child, in imitating the teacher, fully identifies with his/her guide.

The nature and level of difficulty of the learning content determines the position of the child. The learning content can be contentious in nature, e.g., sexual information, or it can pass beyond a person's world and life views, or it can be complex, or it can be learning content necessary for withstanding dangerous situations, e.g., content for road safety.

Interhuman relationships must enjoy priority in this lesson situation. Without actualizing the pedagogic relationship structures, a child becomes locked up in him/herself by taking up a lonely struggle with life-problems or adopting an agnostic attitude. Thus, a teacher must represent the "image of a person" (Rousseau); he/she must be an avower of convictions (Wegmann); he/she must "feel his/her imperfection" (Langeveld); and be able to influence the "mysteriousness" of the other (Gartner). Above all, he/she must show a strong sense of responsibility to intervene with purpose and preparation (engagement). The child is the original initiator who, at first, takes the liberty to state his/her problem with an attitude of expectation. He/she is placed under the imperative to think. The



In an Environmental Study lesson in Third Grade, the theme "Taming mammals" can be used to make a group exploration possible. Initially, the teacher works mainly by class teaching, and by means of learning discussions leads the pupils to discover the essential characteristics of "taming mammals". After this, the pupils are divided into a few (preferably homogeneous) groups. Each group has a leader and must explore a particular mammal. Each child also receives a duplicated scheme and specific assignments. Answers to the questions acquired on an excursion at home or elsewhere are collected in the media center. After the information and examples are collected, the groups are given the opportunity to organize the data practically, or in writing. The teacher makes the necessary corrections by individual assistance. The resulting discoveries by the pupils then are again summarized in class by a display, discussion, or a structuring in writing.



The "strange assignment" by the teacher:

**"Search for the solution yourself"** has to be anchored in a clear, achievable aim (Gartner). This involves knowledge **as a means** and not as an end. This lesson situation takes a successful course if the children possess certain skills, such as:

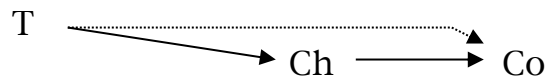
- \* good work and study methods;
- \* intellectual abilities such as accurate observation, logical thinking, and sustained concentration;
- \* ability to persevere and the will to persist in his involvement with the learning content.

Many forms of homework have a structure of independence and require an independent search for solutions to new problems. In the Junior Primary classes, lots of play material is used to promote accurate observations, comparisons, and classifications; hence, the foundation for problem solving is laid.

**Example**

In the Junior Primary classes, many apparatuses are used to promote pupil observations. Good observing, comparing, and classifying form the foundation for problem solving. There are a variety of play materials for discriminating forms, correctly sequencing, noting similarities and differences, making figure-ground discriminations, detecting laterality, and more. The practicing does not involve developing the senses (Decroly) but acquiring skills which formal teaching promotes. Thus, "Treasure Hunt," or search games serve an important aim in teaching little children.

### 4.10.3



During the preparation of a lesson, **the teacher anticipates certain problems** and predicts that the learning content is too difficult or too easy. Then, he/she works up the learning content beforehand by, e.g., making a summary so the pupils can acquire insights and see the opportunity to make the learning content their own.

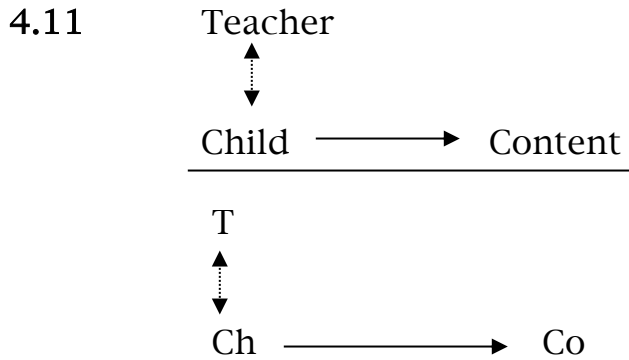
#### **Example**

In teaching Health Education in Third Grade, a checklist is very suitable to help the pupils recall the habits of a healthy person. As an observation medium, such a checklist or questionnaire to be completed by the pupils serve a particular aim.

#### **An example of a checklist**

There is no right or wrong answer. Write "Yes" or "No" in the proper place.

1. Did you remember to greet your parents this morning?
2. Did you fold up your pajamas yourself?
3. Can you make tea?
4. Do you like whole grain bread?

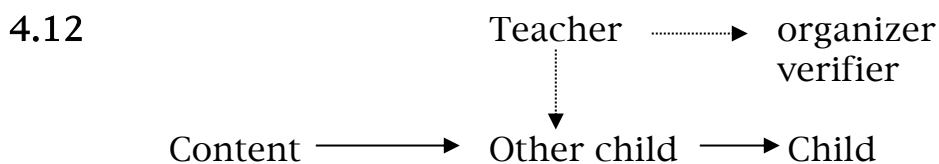


The teacher and child (or the group leaders) **have a discussion beforehand** about what they must do during the lesson. After this, the teacher seemingly withdraws him/herself and allows the child or group to work independently. In lesson situation 4.9 the teacher openly gives support and remains with the child; in lesson situation 4.10, the teacher's help is concealed, and he/she remains behind the children, but now he/she gives guidance beforehand, and seemingly steps back.

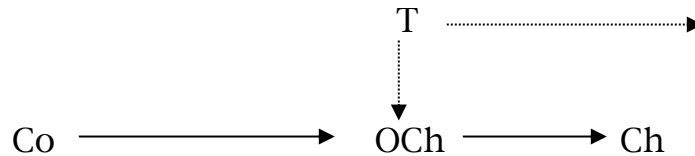
### Example

Third Grade pupils must write a "story" about "Good nutrition". They are referred to a previous Environmental Study lesson, to a film strip in the Media Center, to a wall chart in the classroom, to the lunch boxes of their classmates, and to the meals they eat at home. Now they jot down in their notebooks only what they are going to write about, and then, during a silent work period, they can write their story.

A last group of lesson situations is where **the pupils take a position opposite each other**. The teacher's role is purely **macro-attuned** because he/she acts only as a preparer, organizer, or verifier. The other child or leader plays a prominent role, and the aims are reached to the degree that the leader is equal to the task. The quality of the leader decisively is dependent on the degree to which **the learning child opens him/herself in his/her interactions with the other child**. Thus, the activity of self-unlocking is primary in all the lesson situations now described.

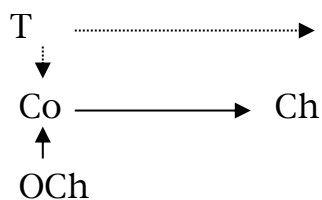


4.12.1



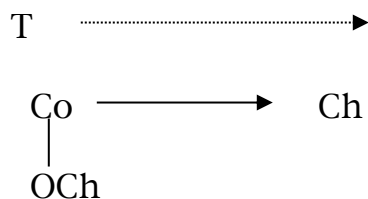
In school practice, it often happens that a child who "doesn't understand" particular subject matter content is helped by another child. Children's methods of solution often are more to the point and meaningful to his/her classmates than the more comprehensive explanations of the teacher. However, the danger remains that one child can confuse another with a faulty interpretation.

4.12.2



The lesson situation where the other child must exemplify or demonstrate is not unknown in school. In most skill subjects like Physical Education, Arts and Crafts, writing, and language activities, such as reading, talking, and reciting, one child imitates another.

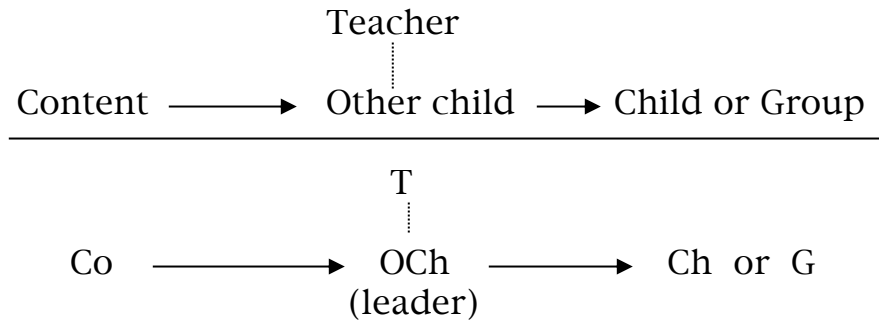
4.12.3



Because the other child is strongly involved in the learning content, again there is mention of identity by both, but also there is a heightened appeal for enlivening a child who still must learn. A child notices how another child finds pleasure in reading a story book by him/herself and then chooses to do so him/herself. Thus, often children are enlivened by the example of their classmates to explore the new.



4.13



An important variation in planning a lesson situation, of particular importance in the last phases of a lesson, is where **work is done in small heterogeneous groups (each with a leader)**. The teacher first informs the leaders and then lets them practice. After that, the leader helps an individual child or the group, while the teacher moves freely and verifies.

4.14 Other child → Content

Child → Content

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OCh → Co

Ch → Co

In this analogy activity there again is mention of **identification but now between one child and another**. For example, if the leader is a strong identification figure, then a strong group dynamic is assured. The view of Decroly that the "will to solve a problem independently in a social situation" has a decisive meaning and provides the child with security and supports and backs up designing such a lesson situation for school practice.

## 5. A CLASSIFICATION OF LESSON SITUATIONS

The following scheme provides an overview of the lesson situations described, and indicates their mutual relations (See next page):

## 6. LESSON SITUATION SYSTEM MODELS

UNLOCKING REALITY (UR)			SELF-UNLOCKING (S-U)		
<u>ORDERING CONTENTS</u>	<u>TEACHER'S ATTITUDE</u>	<u>APPEAL OF CONTENT</u>	<u>CHILD AS LEARNING INITIATIVE</u>	<u>POSITION OF PUPIL/TEACHER</u>	<u>PUPIL/PUPIL</u>
uniform dominant differentiated	sub dominant obj	abstract/visual		dependent/resp.	individual (UR) independent/abstract interacting (S-U)
<i>micro-ethnographic</i>	<i>macro-ethnographic</i>	<i>micro-ethnographic</i>		<i>micro-ethnographic</i>	<i>macro-ethnographic</i> (S-U)
<b>A SYSTEM</b>	6	2	1	9	12 12.1
Differentiate via group.	T Ch	Co Ch	Ch Co	Ch Co	T Co
	interpersonal appeal	orig. attr.		T Co	OCh Ch
<b>CLASS</b>	7	3		10 10.1	122 T
individual	T Co	T Co Ch		T Ch Co	Co Ch
	Ch Co	incidental		self-discovery	OCh
	8 8.1	4		102	learn from OCh
<b>GROUP WORK</b>	G G G	T Co Ch T		T	123
	Co Co Ch	demonstration		Ch Co	T Co
	Guiding outside help from person			independent search	OCh Ch
	8.2	5		103	13
<b>CLASS SUMMARY</b>	T Co Ch	T Co Ch		T Ch Co	T OCh Ch or G
	outside help program	heightened appeal		conceded help	leader and group
				11	14
				T gives help	OCh Co
				Ch Co	Ch Co
				T steps back	identification

From the variety of lesson situation models described, lesson situation systems or series are compiled to indicate their functional course. Thinking about the functional requires a practical view

illustrated with examples of the phases of the lesson sequence, and problems in school practice.

Some possibilities of lesson situation system models are the following:

### **6.1 A lesson situation system for a lesson sequence where the position of the child changes**

For this aim, an Environmental Study lesson for a Third-Grade class, with the theme "Caring for the mouth and teeth" is used. \*\*\*\*

Inferences which can be made are:

- The lesson situation varies or changes with each phase of the lesson sequence.
- A variety of lesson situations arise in each phase of the lesson sequence.
- To promote a child's self-actualization, a predominantly "concealed guiding" by the teacher is conspicuous.

### **6.2 A lesson situation system for a particular problem in teaching practice**

The question about how a junior primary child can be enlivened in the actualizing foreknowledge phase of the subject, Environmental Study, is investigated. The findings are as follows:

- Choice can be made from a great variety of lesson situations to enliven a child.
- Any of the four ground forms of teaching (play, conversation, example, and assignment) can be taken as a form of presentation.
- A variety of methods can be implemented.
- Particularized ways a child unlocks him/herself are practicing, imitating, obeying, improvising, listening, identifying, thinking searching, narrating, manipulating, ordering, perceiving, seeing, hearing, touching, tasting, smelling, discussing, memorizing, repeating, demonstrating, and more.

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\*\*\*\* See dissertation, pp. 195-245.

**6.3 A system model for the future teaching practice of group exploration** in Third Grade, in terms of an Environmental Study theme. From this system model, the following answers to problems are inferred:

- Correlation of school subjects:** Afrikaans reading, talking, speaking, and writing, Handwriting, Arts and Crafts, Library work can be correlated with Environmental Study.
- Time division:** Work also can be spread over different periods.
- Opportunities for tempo differentiation, individualizing, and socializing, especially communicating** are available.
- A variety of ways of **unlocking oneself** are possible.
- Continuous evaluating** by means of observing, controlling (verifying), judging, and grading can be done.

#### **6.4 Structure models of "ortho-subject-didactic" lesson situations in relation to structure models of the classified lesson situations**

The question arises as to whether the classified lesson situations (section 5--INSERT) also are valid for a child with learning difficulties. Since researching this question is ortho-subject-didactic, structure models in relation to the problems of a child with learning difficulties, and the general guidelines for ortho-subject-didactic situations are compiled.

The following are clear:

- "Ortho-subject-didactic" lesson situations correspond, in broad outline, to the general lesson situations.
- Individual teaching** within a classroom, and especially smaller groups must be given priority.
- The teacher can never withdraw him/herself entirely.
- During his/her training, the teacher must be informed about how to provide help to a child with learning difficulties.

#### **6.5 Ortho-subject-didactic lesson situation models for the practicing phase of Environmental Study lessons in an ordinary Second Grade class with children with learning difficulties**

Models of situations for providing help in the practicing phase of Environmental Study lessons are constructed in relation to the aims

of practicing, particularized learning difficulties, themes, and group work, and possibilities for individualization.

From the tabulations, the following are relevant:

--Continually observing and evaluating a child with learning difficulties during Environmental Study lessons can lead to a reliable child-image because, in close involvement with the teacher, a child can show a wider scope of skills than ways of unlocking him/herself.

--[Special] ortho-subject-didactic lesson situations must be purposefully planned beforehand, only if justified by the problems of the children with learning difficulties, because the fruitful expenditure of time is important.

## **7. CONCLUSIONS AND RECOMMENDATIONS WITH AN EYE TO FUTURE SCHOOL PRACTICE**

**7.1** A lesson situation classification in terms of the functional gives a new dimension to the lesson sequence. The position shifting of teacher and child can contribute to a better learning effect. It is found that unlocking oneself can be promoted by "concealed guidance".

**7.2** The lesson situation system models have indicated the meaningfulness of the lesson situation. The variation of lesson situations with each phase of the lesson sequence and the diversity of lesson situations possible in a particular phase open the way for solving many teaching problems.

**7.3** With an eye to future teaching practice, the research on differentiated teaching within groups in junior primary teaching, in practice, ought to be increased.

**7.4** Orthodidactic researchers should be familiar with "ortho-subject-didactic teaching situations".

## **8. SUMMARY (In English by the author, and edited slightly)**

In the dissertation on which this paper is based, a scientifically founded subject-didactic investigation is made of the particularization possibilities of the lesson sequence with the view of putting designing a lesson on an accountable foundation. With this

aim in mind, the phenomenological and intulogical methods are chosen. On the one hand, **primordial experience** is penetrated (phenomenologically) and, on the other hand, the **functional-in-practice** also is viewed (Intulogically), on condition that this reflection culminates in a model structuring, or a system perspective for the future. This method also requires that a subject-didactician have a totality-perspective on the pedagogical disciplines (e.g., fundamental and psychopedagogics).

The investigation focuses on the lesson situation in terms of its possibilities. With its three components of teacher, child, and subject content, a lesson situation shows a multiple relationship structure, in addition to an equally complicated aim structure, both differing in each phase of the lesson sequence because of particularized sequence aims; this implies differing positions for a child with respect to the teacher and the subject content. The subject-didactician has a dual task, i.e., to do a complete analysis of the aims and classify them so that possible lesson aims can be formulated in designing a lesson. He/she also must do a function analysis and classification so that meaningful examples of lesson situations can become evident.

Because of the complexity of teaching, and the comprehensive possibilities of designing a lesson, only actual problems in a lesson are considered and exemplified. The problems surrounding the lesson situation as possibility are investigated, and the role played by each component is analyzed in the light of various authors. The complex relationship structure of the lesson situation is described, but particularized relationship aspects simultaneously had to be worked out. In the same manner, particularized teaching aims are disclosed and grouped into the aims of the phases of the lesson sequence.

Concerning the lesson sequence problematic, the investigator could only focus on one exemplar from each phase. The following question receives special attention: How can the child be enlivened at the beginning of a lesson? Actualization of the moment of amazement, as an introduction to becoming conscious of a problem, brought to the fore the importance of a planned statement of the problem. Reduction of the learning content and clarity of concepts both demand a high standard from the teacher, and are an important part of the exposition phase. Modes of practicing are delimited in the light of certain learning aims and these prove to be

extremely relevant to the differentiated application of instructions of the functionalizing phase. One finding from investigating the evaluation phase is that continual evaluation of the junior primary pupil must be directed to the child-as-totality. Diagnosis and error analyses direct orthodidactic aid in a particular subject matter. This completes the evaluation triad in the lesson sequence as a system.

The problematic of the "orthodidactic lesson situation" regarding a certain subject also had to be handled with a view to designing lesson situations for a child with learning in an ordinary school. A negative answer is anticipated to the question whether orthodidactic lesson situations differed from the classified lesson situations.

An aim and function analysis of the lesson situation is done with an emphasis on the junior primary lesson situation. From fundamental findings by several authors, possible solutions to the mentioned problems are classified. Structure models for lesson situations are designed, classified, and illustrated with examples from the subject Environmental Study; this is done to promote differentiation in future school practice.

Orthodidactic structure models are designed in cohesion with the problems of a child with learning difficulties, and in cohesion with general guidelines for "orthodidactic" lesson situations. These lesson situations correspond, in broad outline, to the general lesson situations classified.

Individual teaching in a classroom context, and especially in smaller groups must have preference, provided that the teacher never withdraw him/herself entirely. Through a particularization of "orthodidactic" lesson situations, variations in grouping and in particular modes of individualizing are marked out for the practicing phase of the lesson sequence.

The lesson situation system models particularly indicated the meaningfulness of the lesson situation. In aiming at optimal self-exposing by the junior primary pupil, the teacher is compelled to plan the child's position in cohesion with the content of and the functional in the lesson.