

## SUMMARY

### THE SIGNIFICANCE OF VARIOUS VIEWS OF EXPERIENCING FOR CONSTRUCTING A DIDACTIC THEORY

From various contemporary views of possible points of departure for constructing a didactic theory, Van der Stoep, in South Africa, indicates that the only accountable point of departure for such a theory is the educative reality itself. The lesson structure, as the eventual logical consequence of didactic insights, which have possibilities for implementation, must have something to say to the practice of teaching. In its analyses and descriptions, a theory must **be able to offer something to the practice of teaching**. To realize this ideal, reflections on the practice must be directed to its *fundamentalia* [essences] as they appear spontaneously among persons. This practice is only recognizable if a fundamental and penetrating view is taken of the situation as such.

Such a fundamental penetration of this (educative) situation leads a thinker to the original experience of it in which, among other essences, teaching is embedded as an integral part. A human being is involved with reality and as such, he/she is involved in teaching. (Indeed, teaching is a mode of living for him/her). A human being cannot but be involved in teaching when he/she is educating. This implies that **teaching** belongs to the **most original of human experiences**.

To penetrate to the essences of teaching, as a facet of human experiencing, it is meaningful for a thinker to seek, analyze, and describe the structures (origins) of experience as such, to allow those data to appear which can be of value for constructing a didactic theory. The essences of experiencing have been sought and described in terms of the views of Kant, Husserl, Heidegger, and Strasser to determine whether these essences have fundamental and functional value for constructing a didactic theory.

Since the lesson structure is the eventual synthesis of didactic insights, it is examined to establish whether the categories of experiencing are incorporated within the lesson structure. Examples are given to show that the reality of educating (i.e., the original experience) reveals all the relevant data which ground the lesson structure.