

PREFACE/CONTENT

The following four chapters are written from a perspective which differs from that of traditional educational psychology, as the application of psychological principles and findings to a teaching-learning situation of a child in school. These chapters present a psychopedagogical view of child learning and becoming adult in an educative situation. This situation is constituted whenever a parent-/adult-child educative relationship arises informally in the family, and is purposefully and formally redesigned in a school, within which a teacher accompanies a child in his/her becoming an adult (See Yonge, 1989). This adult-child relationship is studied phenomenologically (See Yonge, 1985) to disclose and describe its essences and structures. This event has inherent psychological moments (e.g., learning and becoming) which must be actualized for educating to occur. Learning and becoming (developing) are studied psychopedagogically to disclose and describe their essential structures, entwinement, and educative significance, and not merely from an applied psychological one, e.g., where psychological theories and concepts are imposed by applying and justifying them simply because they are acceptable psychologically. In chapter I, it is shown that classical and operant conditioning, as well as information processing are of little value in providing a teacher with insight into how a child learns within and outside an educative situation. In this chapter, it also is noted that what is applied from psychology or (from any discipline) is not neutral with respect to some implicit or explicit commitment to a conception or understanding of what it is to be human (i.e., a philosophical anthropology (see Yonge, 1995), on which a principle being applied is grounded.

The main purpose of this chapter is to set the stage for the following three chapters, which differ significantly from traditional educational psychology. The chapter ends by characterizing the remaining chapters "as attempts: (1) to base an understanding of a learning and becoming child on an accountable philosophical anthropology; (2) to begin with the lifeworld of a child or, more specifically, a child in an educative situation, who is learning and becoming; (3) to disclose and describe the categories

(essences) of learning and becoming, as they emerge from this everyday parent-child/teacher-pupil relationship.

Chapter II presents a comprehensive psychopedagogical perspective on the psych life of a child in an adult-child educative relationship. The psychic life refers to the totality of a child's potentialities; a child's task is to take the initiative to actualize them, while being accompanied educatively by an adult. The essential modes of actualizing the psychic life are: experiencing, willing, lived experiencing, knowing, and behaving,

which are observable in a child's learning and becoming. This chapter describes how this actualizing occurs as a unity, i.e., the nodes of actualizing the psychic life, learning, and becoming are distinguishable but functionally inseparable.

Chapter III focuses primarily on eight modes of learning, with the proviso that they are only functional within the actualization of the psychic life, via experiencing, willing, etc. The modes of learning and of becoming (see chapter IV) occur as a coherent whole, and the four chapters continually address and describe how this occurs.

The specific modes of learning explicated are: sensing, attending, perceiving, thinking, imagining and fantasizing, as well as remembering. These are activities in which anyone must engage to learn something. Although not explicitly considered in the following chapters, in designing a lesson, these learning activities should be planned such that they are in harmony with a teacher's activities of teaching.

Chapter IV is an explication of how a child becomes an adult, viewed from within an adult-child educative relationship. It begins with an overview of the ideas and achievements of several prominent developmental psychologists. Many have a strong biological flavor, and do not leave much room for a child's own participation in his/her becoming, as well as for the necessary educative accompaniment by an adult.

The second part of this chapter considers the essential modes by which a child realizes his/her adulthood (i.e., becomes), while being accompanied educatively by an adult. A child's modes of becoming are:

exploring, emancipating, distancing, differentiating, and objectifying, while an adult must accompany (educate) a child affectively, cognitively, and normatively (this is because the psychic life, as a totality, including learning and becoming, is permeated with affective, cognitive, and normative moments.

References

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