STUDY UNIT I
TEACHING PRINCIPLES

LEARNING OUTCOMES

After studying this Study Unit, you should be able to:

- Apply the Principle of Totality practically
- Know what the advantages and disadvantages are of using the principle of differentiation
- Identify guidelines for teaching bright and weak groups in the classroom
- Explain what you understand by integration and how to apply this principle to be able to accommodate differences
- Indicate how the principle of example can be applied in your subject, identify advantages of example teaching and how you can accommodate differences by using this principle
- Complete a test by matching phrases in the context to get a better insight into the application of the principle of actualisation
- Explain the term group teaching and how you would use this principle to accommodate differences in a class situation
- Discuss advantages of group teaching
- Discuss the role of the school teacher in team work, debates and class discussion
- Identify the role of the teacher in applying the principle of individualisation in the classroom
- Apply the principle of purposefulness in lessons based on objectives to accommodate differences in a class identify the use of tests and examinations as forms of evaluation
- Explain the role of the teacher in applying the principle of perception.

1. THE PRINCIPLE OF TOTALITY

1.1 THEORETICAL ASPECTS
This is a very encompassing and broad principle. Contemporary or "new" education is actually supported by this principle of totality or holism. In past centuries psychologists saw man's interests, his emotions and his will as different entities. However, a teacher must view his student as a whole person with emotions, body, intellect and complete personality.

1.2 PRACTICAL ASPECTS

1.2.1 Cooperation between home and school
When you teach the student, you should be concerned not only with supplying knowledge, but also with the development of the whole child (physically, mentally, ethically, religiously, emotionally, socially and politically).

The student spends time at home and at school. This means that in order to look after the student in totality, the home and the school must cooperate closely.

The pupil must realise that things surrounding him in his home environment are regarded as important by the school. School and home should have the same goal in education.

1.2.2 Totality in the classroom
The student must be developed in totality. The school cannot develop the child only intellectually. This means that other factors influence a child's performance at school. He is not only a brain, but also for example a stomach (he may not have had breakfast) and he has feelings.

In the teaching situation, every lesson should be a unit, linking up with the greater unit of the subject concerned. These lessons must not be seen by the students to be isolated bits of information. Each lesson must link up with the curriculum as well as the links between the curricula for the different standards, should be stressed, because the child experiences his world as a unit. Pupils will learn more easily if the work forms part of a large unit. It should be made clear to the child that the knowledge he obtains from the Geography lesson can be applied in the Mathematics lesson though it may be in a different way. The interrelation of the subject matter of the different subjects, should be indicated to the child.
In the school much of the work is done in the form of units; the principle of totality can thus be practiced to the full. When practicing this principle, pay attention to the following:

- A theme or topic should be chosen around which the subject matter can be centered. In the primary school the home, school, family, pets, friends and all examples often used to reveal new content to the student
- Subject content with which the child is familiar, should be selected for purposes of instruction, especially during the first school years
- The method applied in each part of the teaching unit should not only depend on the nature of the subject matter, but should also take the background, age and stage of advancement of the pupil’s into consideration
- Pupil activity is important. Activities include discussion, reading, collection, drawing, debate experimentation, etc. Learning activities should aim at gaining insight, rather than knowledge
- Teachers in different subjects must try to supplement each other’s work by planning together, choosing certain concepts which can be applied in different subjects, helping the child to see his subject matter as part of the larger role.

E.g. the concept time can be used as a central theme.

<table>
<thead>
<tr>
<th>Bible</th>
<th>The Creation - 7 days</th>
</tr>
</thead>
<tbody>
<tr>
<td>Arts and crafts</td>
<td>Paint pictures of the four seasons</td>
</tr>
<tr>
<td>Mathematics</td>
<td>Seconds, minutes, hours, days, weeks, months, years, etc.</td>
</tr>
<tr>
<td></td>
<td>Timetables</td>
</tr>
<tr>
<td></td>
<td>24 hour clock</td>
</tr>
<tr>
<td>Science</td>
<td>Why do we have summer? Winter?</td>
</tr>
<tr>
<td>Geography</td>
<td>Time differences, seasons</td>
</tr>
<tr>
<td>Creative writing</td>
<td>Write a story: The time machine</td>
</tr>
<tr>
<td>English</td>
<td>Find the meaning of words – decade, century, millennium</td>
</tr>
<tr>
<td>History</td>
<td>Find more information in the encyclopedia about – sundial, pendulum, sand-clock</td>
</tr>
</tbody>
</table>

The school, therefore, aims at integrating study material to eliminate the breaking up of knowledge into subjects. Totality must be planned, it must develop and the teacher must give direction.

ACTIVITY

Look at the practical aspects of the principle and decide which one you think is most important in your classroom. Then motivate your answer.

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2. THE PRINCIPLE OF DIFFERENTIATION

Every man is born with potential. At birth, one is wholly dependant on adults. It is mainly the responsibility of the adults (teachers) to lead these dependents in accordance with their abilities, skills and interests on the path towards adulthood. In his teaching situation, the teacher cannot dissociate himself from observation, judgment and evaluation. The more careful the evaluation, the more effective will be the guidance. To teach and to guide every child in accordance with his abilities, requires that the teacher should, plan specifically, for every child.
In order to differentiate successfully, one must get as much information as possible about each child's interests, abilities, aptitudes, environment, intelligence, method of learning, level of preparedness, tempo of studying, tempo of work, cultural background, motivation and any other aspect which may have bearing on the optimal development of a child's potential.

Every child has his own unique method of learning and he actualises subject matter quite differently from his classmates. The teacher should anticipate, in his lesson presentation and pupil activities how much work he can expect from the child and how many basic concepts can be presented to him.

It is important that a child should start with work he is capable of doing. His self-image and self-confidence should be strengthened to give him confidence to undertake more advanced work. The work should be a challenge and the child should feel free to do it on his own. To obtain success, the teacher must provide a variety of learning experiences. A well thought-out and thoroughly prepared piece of work presentation which has explosive power and a variety of experiences will enable a child to participate freely in the learning process, according to his specific ability.

Differentiation is based on the fact that pupils differ. In the classroom we find groups that are above average and below average or we can divide them into groups such as highly gifted, gifted, average, below average, weak, extremely weak.

Group work and differentiation are not the same. Each person is unique and differs in many respects from the next person. In order to differentiate successfully, we should try to individualise completely. Thus each child works and develops according to his aptitude and capability, since each child has a specific assignment. This is, however, not practical if not an impossible situation.

2.1 GROUPING
When differentiating, the teacher should divide the class into brighter and weaker groups.

Brighter groups
- The teacher will elaborate on the core syllabus using additional information and activities
- Enrichment must take place
- The teacher must teach with more depth so that pupils gain insight
- The teacher must teach in such a manner that understanding takes place at a more abstract level of thought.

Weaker groups
- The teaching will be simpler on a more concrete level with many examples
- Detailed explanations are necessary
- Assignments must be simple, short and specific
- The teacher must be sympathetic and patient
- The teacher must encourage pupils wherever possible.

2.2 ADVANTAGES OF DIFFERENTIATION
- The needs of individuals, as well as the class, are taken into consideration in the teaching situation
- The possibility of success is higher because attention is given to each individual pupil
- The individual pupil is constantly involved in learning activity
- The pupil's interest is continuously kept at a high level
- Healthy competition prevails within the class because differentiation creates opportunities for every child.

2.3 DISADVANTAGES OF DIFFERENTIATION
- Pupils may be classified in wrong groups because it is not easy for the teacher to differentiate properly
- The gifted pupil may tend to look down on his less gifted classmates and may develop a sense of superiority
- All schools do not have the facilities or enough teachers to make proper differentiation possible
• Teachers are not always, in all circumstances, able to differentiate in their teaching, e.g. the way
in which they evaluate pupils work or in their methods and media they use
• Differentiation is very time-consuming.

**ACTIVITY**

Why, do you think, it is necessary for teachers to make use of the principle of differentiation?
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How will you as a teacher go about differentiating in your class, and why will you do it this specific
manner?
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3. **THE PRINCIPLE OF INTEGRATION**

A person can only understand a thing if he can see it in particular context. "In context viewing" means
understanding the relationship between the new information one sees or hears and learning content if
the teacher assists them to relate it to that knowledge as the point of departure for his lessons. The
teacher must therefore create opportunities to integrate new subject matters into their already existing
concept structures and thus to progress from the known to the unknown or from the concrete to the
abstract.

The principle implies that effective teaching is characterised by a striving by the teacher to make his
pupils perceive relationships. Effective teaching is, therefore, characterised by relationships by
requiring them to compare certain things, guiding them to relate causes and results, to understand
how one matter is influenced by another or what two matters have in common.

**ACTIVITY**

Should the principle of integration only be applied in the primary school or should it also be used
in secondary schools or tertiary level? Motivate your answer shortly.
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4. THE PRINCIPLE OF EXAMPLE

Are you aware of the fact that knowledge doubles every five years? As a result of the rapid increase in knowledge, the total of all information is not even understood by all adults! The result is that the teacher must select certain aspects of reality and present these by means of an example as learning content to the student.

The principle of example is based on the idea that the child should be taught a subject through the use of examples, e.g. plants, insects, frogs, leaves, etc. in the biology lesson. An example can provide the pupil with the key unlocking the puzzling features in a much larger related field. The child is led from the particular example to the general of the whole, as represented by the example.

4.1 CHARACTERISTICS OF AN EXAMPLE

The example:
- Must be related to the essential as well as to the entire subject. If it does not relate to the essential, which do not relate to the subject cause the latter to disintegrate for the child, so that he cannot fully understand and master it
- Must address itself to the whole child. Teaching and learning mean that the unfolding of reality should lead to the unfolding of the child as a whole
- Can also be described as a concrete fact. The teaching of the concrete should lead to the unfolding of the abstract
- Is not concerned with the abstract only, but also with the finer details of the subject. Unfolding with the help of an example is directed at the entire subject as well as at the greater detail of it
- May be known by another name within the structure of each subject for instance type, model or symbol.

In selecting an example one should take into account the aim of teaching and learning, the child, the teacher, the subject and the methods of teaching and learning.

4.2 ADVANTAGES OF EXAMPLE TEACHING

Teaching with examples has certain advantages:
- The student has the means to develop a scientific approach
- The student's desire for creativity and activity is satisfied
- The bright student will be encouraged to gain deeper insight into the subject matter
- An example reveals foreknowledge and key concepts in the area of knowledge
- The teacher is encouraged to a better use of time and more meaningful class discussions
- The school library will be used when more research is required for assignments.

The "teaching/learning by example" method can therefore be incorporated into other teaching methods.

ACTIVITY

Give one practical example to indicate how the principle of example can be applied in the classroom situation in the subject of your choice.

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5. THE PRINCIPLE OF ACTUALISATION

The term actualisation refers to the realisation of particular actions. In the teaching/learning situation these actions refer to the fact that the educator (teacher) and educand (student) are active together, with a view to the actualisation of human potentialities.
Actualisation, as didactic principle, stresses the importance of purposefulness in the teaching-learning situation towards goal achievement.

The principle of actualisation is also, as in the case of example, an experience principle. It involves the measures taken by the teachers, to make the learning content more real, more challenging and acceptable to the students.

The learning situation will become more meaningful to the student if the subject matter is presented in such a manner that the students understand its necessity and eagerly want to know and to master it.

5.1 THE ROLE OF THE TEACHER

The teacher must present the subject matter in a lively manner. A dead, careless and unenthusiastic attitude on the part of the teacher, creates the idea in the students that the work is not important. If the teacher is enthusiastic, the importance of the subject matter is emphasised, the subject will become real and challenging to the pupils and they will exert themselves to acquire the knowledge.

The teacher must make it clear to the students that subject matter must never be studied merely for the sake of passing a test. The teacher must emphasise the importance of his subject throughout and support it with concrete evidence from everyday life. Then the subject will become real to the students and they will actively exert themselves to acquire the knowledge.

<table>
<thead>
<tr>
<th>ACTIVITY</th>
<th>Match the words in Column A with a phrase from Column B by writing the number from Column A next to the appropriate phrase in Column B.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Column A</td>
<td>Column B</td>
</tr>
<tr>
<td>1.</td>
<td>Principle of actualisation</td>
</tr>
<tr>
<td>2.</td>
<td>Concrete evidence</td>
</tr>
<tr>
<td>3.</td>
<td>Actualisation</td>
</tr>
<tr>
<td>4.</td>
<td>An unenthusiastic teacher</td>
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<td>5.</td>
<td>Subject matter</td>
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<td>6.</td>
<td>The subject teacher</td>
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<td></td>
<td>...... refers to realisation of actions.</td>
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<td></td>
<td>...... must become more real to the pupils.</td>
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<td></td>
<td>...... is also an experience principle.</td>
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<td></td>
<td>...... creates the idea of the unimportance of the subject.</td>
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<td></td>
<td>...... must be enthusiastic.</td>
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6. THE PRINCIPLE OF SOCIALISATION

6.1 WHAT IS SOCIALISATION?

Man is a social being. On the one hand he is a unique individual. On the other, he is also part of the community. He should become a responsible person who can cooperate with other people. The student's development includes his social development. Social adaptability is an important factor in the formation of character and personality.

A situation cannot be described as being didactic if it lacks the element of socialisation. When socialisation in the didactic situation is defined as the individual's adaptation to this physical, psychological and social environment through the interaction of other people (friends, peer group, family members, teacher) socialisation as a didactic principle becomes meaningful.

The student's family, the school and environment represent different social institutions which have something to do with his education. Interaction with members of the family, peer group, fellow scholars, and teacher contributes to effective teaching and learning on the part of the student. This socialisation forms part of the teaching learning situation. Students will learn more successfully when they are encouraged by support from the people around them and they feel that they are accepted by peers and parents.
The principle of socialisation implies that the teacher should organise his daily teaching so that favourable social relationships prevail in the classroom and the pupils also learn from each other.

6.2 GROUP TEACHING
Groupwork in a class can be defined as a form of socialisation in which the teacher allows his pupils to work towards common objectives. The intention being that they will influence each other for good and learn both for and from each other.

The principle of socialisation takes into account that the teaching activity in the classroom for human interactions e.g. creating opportunities for groupwork.

Teaching should be planned in such a way that the pupil is given the opportunity to participate in socialising teaching activities. Examples of such activities include: group discussions, debates, teamwork, team games, thinking scrums, group projects, dramatisation, etc. Teaching and learning opportunities are aimed at integration between individuals in the specific groups.

6.3 ADVANTAGES OF GROUP TEACHING
An individual will perform better when he is part of a group than when he works alone. This principle, therefore, promotes socialisation, communication and cooperation in class activities.

If they are actively involved, the students develop their creative skills, they also think and reason in a better way.

The pupils learn to respect the views and opinions of others. They are given opportunities to work with other pupils and realise that people may differ in opinion.

Being involved in a group with a common goal, all pupils are more motivated and encouraged to reason sensibly, to investigate and seek answers to questions.

Groupwork prepares the pupil for life in a larger community. The pupil develops the skills to communicate, to argue and to debate a problem. These are skills which enable him to survive in the larger community.

Pupils are given the opportunity to consult each other, the group accepts joint responsibility for a decision.

Through interaction with his friends, the individual gets to know himself better and as a result develops positive personality and character traits.

Students are quick to discover that the same problem can be solved in different ways. Each individual has the opportunity to try out his method of solving a problem.

Each member of a group develops a sense of responsibility, especially when different assignments are given to members of the same group. If a member does not pull his weight, the group may perform badly.

6.4 ROLE OF THE TEACHER
- The teacher is in full control of the teaching situation
- The teacher’s task is made easier as far as supervision and maintaining discipline and order are concerned
- The teacher does not have to fall into the habit of repetition and the demands made are less exacting on the teacher
- The teacher must involve all the pupils in classroom and learning activities
- The teacher must not ignore or overlook below-average and above-average students because group teaching often results in teaching, aimed primarily at the average pupil.
How will you overcome the problem of cultural differences in a class using the principle of socialisation?

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7. THE PRINCIPLE OF INDIVIDUALISATION
The principle of individualisation is based on the idea that every student must be helped to develop according to his own ability. In the teaching-learning situation, the principle of individualisation demands that due attention be given to the fact that each student has his own special character and personality. All students are alike in the sense that they are all human beings, but they are also different because each student is a unique person. Students differ from one another. They differ in their intellectual potential, and also aptitude in different directions due to the particular environment in which they grew up. Teaching should make provision for these differences in the form of different curricula, subjects, courses, classes, teaching methods and teaching and learning media. Teachers should be trained to become specialists in particular fields.

7.1 HOW STUDENTS ARE CLASSIFIED
In order to differentiate between his pupils in a responsible way, the teacher must be able to assess them in terms of their learning abilities and achievements. The four commonly differentiated main groups are the following:

**The abnormal or retarded:** approximately 5 % of the student population
**The less gifted:** approximately 25 % of the student population
**The normally gifted:** approximately 50 % of the student population
**The highly gifted:** approximately 20 % of the student population

Of these groups, the first - retarded - is not enjoying the normal primarily education and receives its education in special schools. Students falling in the last three groups can benefit from normal primary and secondary education. It is also necessary to give some attention to the characteristics of the less-gifted and the highly gifted students with whom the teacher has to deal in this application of the principle of individuality.
The following summaries by Duminy and Sohnge (1983: 28-30) identify these characteristics and throw a light on the implication of their results for the education of these pupils.

<table>
<thead>
<tr>
<th>DULL</th>
<th>CHARACTERISTICS OF AND BRIGHT STUDENTS</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Tend to have a slow reaction time; learn slowly and need a lot of practice.</td>
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<tr>
<td>2.</td>
<td>Tend to respond in stereotyped fashion; inept at finding new solutions.</td>
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<tr>
<td>3.</td>
<td>Tend to have a short attention-span; periods of concentration on academic materials short.</td>
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<tr>
<td>4.</td>
<td>Tend to be weak in initiative, versatility, and originality</td>
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<td>5.</td>
<td>Tend to be poor in working with abstractions; prefer working with things than ideas</td>
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<td>6.</td>
<td>Tend to be weak in making associations; not readily aware of relationships.</td>
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<td>7.</td>
<td>Tend to be inept at making generalisations; do not make deductions readily.</td>
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<td>8.</td>
<td>Tend to be weak in self-criticism; do not evaluate their own errors readily.</td>
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<tr>
<td>9.</td>
<td>Tend to be weak in analysing and in reasoning, memorise information without concern for understanding.</td>
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<tr>
<td>10.</td>
<td>Tend to be weak in detecting absurdities; overlook the irrelevant and the absurd.</td>
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<tr>
<td>11.</td>
<td>Tend to have a narrow range of interest.</td>
</tr>
<tr>
<td>12.</td>
<td>Tend to be impressed by the physical, the concrete, or the mechanical; interested in the what rather than the way.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>DULL</th>
<th>IMPLICATIONS OF THE CHARACTERISTICS OF AND TEACHING BRIGHT STUDENTS</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Assignment must be simple, concise, short and specific.</td>
</tr>
<tr>
<td>2.</td>
<td>A generous amount of repetition, practice, and learning by rote is essential.</td>
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<tr>
<td>3.</td>
<td>Close supervision of individual work, followed by guidance, is necessary materials short.</td>
</tr>
<tr>
<td>4.</td>
<td>The teacher must be resourceful, patient, sympathetic and encouraging.</td>
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<tr>
<td>5.</td>
<td>Instruction must be of a concrete nature, with an emphasis on learning by doing.</td>
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<tr>
<td>6.</td>
<td>Extensive analysis and outlining should be avoided.</td>
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<tr>
<td>7.</td>
<td>Assignments covering references must be detailed and specific</td>
</tr>
<tr>
<td>8.</td>
<td>The teacher should teach sparingly from rules and provide ample practice with applications of stated rules.</td>
</tr>
<tr>
<td>9.</td>
<td>Execution rather than planning must be emphasised.</td>
</tr>
</tbody>
</table>
7.2 **INDIVIDUALISM TEACHING AND CLASS TEACHING**

**Individualised teaching** entails the development of the unique talent and abilities of each learner as effectively as possible. It should not be confused with individual teaching and differentiated teaching. **Individual teaching** means that each student is taught individually by a teacher. The teacher gives his attention solely to one student. The teacher evaluates the student's abilities, skills and interests and teaches him in accordance with methods that are most suited to him and at a tempo at which methods that are most suited to him and at a tempo at which he can make optimum progress.

**Differentiated teaching** mixed the needs and abilities of certain heterogeneous groups. Students with specific intellectual abilities will be allowed, for example, to take Mathematics, at the higher grade, while the less intelligent pupils will have to master the subject at allowed level.

**Class-teaching** entails a pattern of education where the interaction between teacher and pupil has only one direction - from teacher to students. It implies teaching in which all students in the class study the same subject matter, by the same method and with the same teaching and learning aids. The teacher is in full control of the teaching situation.

7.3 **INDIVIDUALISED EDUCATION VERSUS CLASS EDUCATION**

7.3.1 **Individualised teaching**

Advantages of individualised teaching:
- It takes into account that every student is a unique individual, with a need for individual attention
- Each student progresses at his own tempo
- It ensures more meaningful contact between teacher and student
- It allows every student to participate in learning according to his own ability
- Learning problems are identified more easily so that remedial teaching can be done
- It demands greater responsibility from the child and a greater involvement in the instruction situation
- Pupils receive feedback on completion of each learning task so that they can monitor their own progress
- The teacher can adapt and apply his teaching method to the student's learning style.

Disadvantages of individualised teaching:
- Little opportunity is left for the principle of individualisation in an overly large class
- Too much emphasis on intellectual differences at the expense of qualitative differences
- There is a danger that the egocentric individual could over emphasise individuality
- It is a very time-consuming method
- There is a lack of stimulation by classmates
- Not all the teachers are capable of applying this teaching method with success. Individualised teaching method makes heavy demands on the teacher.

7.3.2 **Class teaching**

Advantages of class teaching
- Class teaching is valuable when there is interaction, feedback or real contact between the class teacher and the student
- It is not very expensive.
- One teacher can teach ten to seventy students at one time.

Disadvantages of class teaching
- Because of class teaching there is a tendency to aim at the average student who sits straight in his desk and takes part in class activities
- Class teaching cannot provide for many differences between pupils and the losers are the less-gifted and highly-gifted children
- The teacher finds it impossible to motivate students to become actively involved in the teaching activities.
7.4 GROUP FORMATION AND INDIVIDUALISATION IN CLASS

The teacher is faced with a situation where neither class teaching nor individualised teaching is satisfactory as a separate teaching method. He finds himself in a school that has a distinct classroom character, but the need for individualisation cannot be ignored. To make allowances within the class for individual differences, a combination of class teaching and individualised teaching is the best solution.

Class grouping is maintained but opportunities should be created for work to be done in project form. In dealing with basic learning matters, the teaching of a group as a whole takes place first of all; then it is followed by projects, tasks, discussions, observations and free expression. Students are usually grouped according to ability, interest and achievement. The teacher is no longer in the foreground. He is an organiser, adviser or facilitator and enjoys a more open relationship with the pupils. He works with each group individually and attends to individual problems on a continuous basis.

Small groups in a class will be able to work together towards a common goal. The teacher must do the grouping and not the students.

7.4.1 Grouping by the teacher can be done as follows:

7.4.1.1 Work on the basis of achievement and ability
7.4.1.2 Use school marks, results of IQ-tests, other tests
7.4.1.3 Remain flexible when deciding on the division of pupils
7.4.1.4 Time limit set for group work also be flexible
7.4.1.5 Common interest can be a deciding factor when grouping pupils
7.4.1.6 Socialisation can play a role in grouping pupils.

ACTIVITY

Write down the kind of activities you as a teacher would give to groups during group teaching taking individualisation into account.

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Which method for the grouping of students will best suit your needs in a class of 60 students; and how will you go about grouping the students?

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8. THE PRINCIPLE OF PURPOSEFULNESS

Purposefulness as a didactical principle implies that both the teacher and the pupil who learns must have a clear idea of what they are doing and what they want to achieve by doing it. Every lesson, test, experiment, question and every other classroom activity must be directed at the achievement of a particular outcome.
Effective teaching is characterised by purposeful behaviour on the part of both teacher and pupils. Therefore, the principle of purposefulness implies that those involved in education must know precisely what they want to achieve. Vague and uncertain teaching such as aimless presentation of facts and activities to the pupils can never be regarded as good teaching.

Functional planning in education is based on the formulation of clear objectives.
- Before each lesson the teacher must think clearly about the objectives that are to be realised
- The success of every lesson is determined by the extent to which objectives set are achieved
- Clearly formulated objectives direct the pupil’s activities to the achievement of goals
- It is important to discuss the aims and objectives with the students so that they know the destination envisaged and can follow their progress towards it
- The objectives must form the core of departure from which the teacher plans his presentation and the target at which he aims his subject matter, methods, strategies and educational material
- The formulation of objectives must be meaningful to the students, must contribute to their motivation and must effect greater purposefulness in their participation.

8.1 NEGLECT OF PURPOSEFULNESS AS A DIDACTIC PRINCIPLE
If teaching is not tuned into more distant objectives as well as to the more immediate aims, it can give rise to inadequate comprehension and ability and therefore to a defective basis upon which to build. The lack of motivation and interest and even boredom with which pupils sometimes tackle their tasks is due to the following:
- Objectives are vague and indirect
- Pupils cannot achieve the goal in the allotted time
- The standards set are too high
- Pupils cannot identify with the circumstances in which the goal must be achieved
- The goal is not related to pupils’ individual needs.

ACTIVITY
Discuss the value and importance of setting outcomes for lessons.

9. THE PRINCIPLE OF EVALUATION
In order to determine whether the outcomes set have been attained, whether the pupils have learnt what the teacher wanted them to learn, there must be evaluation.

9.1 VALUE OF EVALUATION
- In order to teach effectively, the teacher must continuously evaluate whether the aim of teaching and learning is being achieved
- If he does not evaluate the progress that his students are making, he is not able to gear his teaching to their level of development in his subject
- If he continuously evaluates the work of pupils, he will be able to discover misconceptions, comprehension backlogs and even learning difficulties
- Evaluation also enables the teacher to institute remedial action regarding learning problems and to fill gaps in his pupils' knowledge.
9.2 EVALUATION IN THE TEACHING-LEARNING PROCESS

- Because students differ intellectually, they will not master subject content equally quickly and equally successfully. Learning problems must be identified at an early stage to give the teacher enough time to adapt his instruction and to provide remedial teaching.

- Control is an important component of the guidance provided to learners by teachers. The teacher guides the pupil with the intention of determining his success in a teaching task. No learner should be left completely to his own devices during the mastering of new subject content. Progress should be monitored on a regular basis so that the teacher can intervene immediately to provide corrective teaching.

- Evaluation is regarded as a basic requirement for good teaching. Continuous evaluation throughout the lesson is very important, e.g. by means of questioning. Tests from time to time will show real shortcomings in the teachers own teaching.

NB: The purpose of evaluation as one of the didactic principles is to monitor the progress of the didactic events.

9.3 IMPORTANCE OF CONTINUOUS EVALUATION

- Continuous evaluation procedures provide the teacher with up-to-date information regarding the efficiency of his teaching, which assist him to know at all times what they may expect of his students; they serve as a sound basis to identify those students who are not progressing satisfactorily at a very early stage, and provide pupils, as well as their parents, with information regarding students' achievements.

- Continuous evaluation refers to the kind of evaluation which takes place continuously throughout the year, sometimes quite unexpectedly, without prior warning. It includes short class tests, period tests, oral tests, casework, homework, questioning in class, discussions in class, observation of pupils by teachers, etc.

- A further aspect that underscores the importance of continuous evaluation is the stimulating influence such a practice exerts upon the teacher. It “forces” him to set objectives beforehand and to use valid and reliable evaluation techniques.

ACTIVITY

Write notes why you think continuous evaluation is important.

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_________________________________________________________________________________

On a separate piece of paper, design a mark-sheet for a class that you can use in practice. Indicate on the mark-sheet what you will be evaluating during the first term of the year. Remember that continuous evaluation does not only include tests and exams.

10. THE PRINCIPLE OF PERCEPTION

Perceptual learning included stimuli through the senses such as seeing, hearing, smelling, tasting and feeling.

By means of one's senses one becomes aware of one's surroundings - this is called perception. Perception, however, means more than sensory awareness. It is only when sensory awareness results in an inner experience in which thought and language play an important role, then we speak of perception.
Perception, as a didactic principle, implies that teaching can be successful only if representative facets of reality are placed within the reach of the learner. The teacher attempts to present abstract concepts to pupils in the form of concrete and observable examples.

10.1 THE PRINCIPLE OF PERCEPTION IN THE TEACHING-LEARNING SITUATION
It is important that at primary school level the young child encounters a variety of examples and learning experiences in order to construct a frame of references for effective perception. Future learning experiences will be influenced by the student's ability to distinguish between different shapes, sized, colours, height, depth, distance, scents, outdoors, etc. Pupils should be given the opportunity to handle, touch, smell and, where possible, even to test examples.

The only effective and natural way by which the child is introduced to this world is through perception. Direct experience has to be supplemented greatly by artificial leading and learning media in order to supply the firm observational foundation for the great amount of abstract thinking modern man is called upon to perform (Duminy & Söhnge 1983:42). In observing the totality of his life-world the student obtains the experience which will serve as a basis for more abstract thinking. As he grows, his thought gradually becomes more abstract. In other words, he becomes more and more practiced in expressing in his own, abstract words the things he has perceived.

The diagram below represents the relation between visual material and thought in the developing child (Kruger 1981:25):

In the teaching-learning situation, what cannot be experienced personally by the pupils must be brought to the classroom in the form of audio-visual aids or any other media. In order to apply the principle of perception effectively by using audiovisual media, it is necessary to form a better understanding of the relation between perception, thought and language. According to Kruger et al. (1981:260) three levels of consciousness can be identified:

- The level of individual images (concepts)
  This bottom level is the level of perception experience. It accommodates the concrete visual contents resulting from the direct sensory perception. There is no appreciation yet of the abstract, nor is there any attempt at establishing interrelations.

- The level of schematic ideas
  Perceptual experience is less prominent. The original images have been partially processed into a general scheme. Correlation starts at this level.

- The level of abstract concepts
  This abstract upper level of thought contains the abstract concepts, which are arranged according to categories. Under normal circumstances the thought of a civilised adult operates at the abstract level.

Teaching students to think fruitfully requires that the level of concrete visualisation be filled adequately. The bottom level is the breeding ground of all fruitful thought.

When you apply the principle of perception there are two pitfalls to be aware of, namely verbalism and excessive use of audio-visual media.

10.2 VERBALISM
Verbalism is the teaching of words without explaining their meaning.

Verbalism is found where the learning situation does not rest on a concrete, perceptual basis and becomes mere parrot talk. The student do not understand the meaning, but merely memorise and repeat.

In order to prevent verbalism, the pupil's early teaching should always be based on a concrete perceptual knowledge of his environment. The teacher must arrange old experiences. Words must be linked through perception, with a definite meaning.

10.3 EXCESSIVE AND INDISCRIMINATE USE OF AUDIO-VISUAL MEDIA
Selection of media is important. The limited scope of the student's mind makes it undesirable to use too wide a variety of material at one time. The unplanned presentation of a mass of visual material promotes passiveness. Purposeful presentation of carefully selected media leads to self activity, meaning and correct use of language.
There must be a healthy balance between the presentation of visual material and the opportunity for the development of abstract thought. Presentation of too much visual material hampers the development of abstract thought.

**ACTIVITY**

With reference to the principle of perception, how will you avoid verbalism in the teaching-learning situation?

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11. **GENERAL**

Teaching should never become the mechanical carrying out of traditional techniques. There must be a constant search for the basic principles which form the foundation of all sound classroom practice. In the previous Study Units only 10 General Didactic Principles were discussed. It is important that you will ascertain yourself of the following principles as well:

- The principle of Motivation
- The principle of Environmental Teaching
- The principle of Mother tongue Instruction.

12. **SELF-EVALUATION QUESTIONS**

Make sure that you will be able to discuss the following:

1. To motivate a teacher does not only need things such as films, tape recordings, newspapers and clippings, you also need ideas. Do you agree? Justify your answer.

2. Why is it important for the primary school teacher to have a good knowledge of the school's parent community and environment?

3. Is your mother tongue a language you want to cherish and nourish? Give reasons for your answer.