**Didactics 3rd Year English**

**Lesson Two : Didactics in Relation to other Disciplines**

Didactics studies the interactions that can establish themselves in a teaching learning situation between an identified content, a provider for this knowledge, and a receiver.

As a discipline, language didactics is not about knowledge acquisition but the acquisition of the ability to communicate with others to understand and be understood.

Teaching is to mobilize means to ensure the transmission of content. Teaching results from the interactive combination of didactics and pedagogy. The latter is of a Greek origin. There are many who consider it as a science while others look at it as an art or a craft. The art of teaching deals with the responsive, creative, and intuitive part but the craft of teaching focuses on skills and practices. The science of teaching has to do with research, decision making, and the theoretical underpinning.

1. **Didactics and Pedagogy**

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| **Didactics** | **Pedagogy** |
| A research discipline characterized by the constitution, description, variation in content and its implementation through teaching. | An activity carried out by a person to develop a specific learning in others. It does not address content.  Router said ‘ it is a mode of teaching that does not specifically account for disciplinary contents but seeks to understand the general and transversal dimensions of analysis and situations that are related to the relationship between the teacher and the learner, and between learners themselves to forms of power and communication in the classroom or groups of learners, to choices of modes of work, to the choice of media and methods of teaching and assessment techniques’. |
| The didactician is a specialist teacher of a discipline. He is concerned with the notions and concepts that will be transformed into a teaching content. One of his major concerns is the construction or selection of content. He appreciates the level of his students (individual difficulties, personal performaces,etc), the thing that enables him to construct content and to identify the nature of epistemological or psychological obstacles that should be dealt with for teaching and learning to take place.  A didactician is a teacher, trainer, inspector, course designer, innovator, each of which can be applied in a specific context. | A pedagogue is a person concerned with solving practical teaching/learning problems. He is concerned with addressing issues related to his educational action. What do we know about human learning that allows us to build effective teaching strategies?  What is the most effective teaching method for a specific type of learners?  A pedagogue is a practitioner who cares for the effectiveness of his action. The main sources of his pedagogical action remain intuition, skills, and experimentation. |
| Didactics is the art of preparing content where focus is put on the teaching objectives, so on content acquisition. | Pedagogy is an activity that involves a relationship between the teacher and the learner where focus is put on psycho-effective aspects and classroom atmosphere, and on the quality of input acquisition. |

A teacher can be a didactician and a pedagogue at a time drawing upon both dimensions of teaching.

The didactic concern is drawn upon pedagogical needs or what type of student is consistent with differentiated teaching practice.

With the work of didacticians, content finds its preeminence, and coupling it with pedagogy one can finally do real teaching. For example, having students in groups corresponds to a pedagogical action that makes sense only in the light of its didactic justification. Any teacher (pedagogue) who wants to use group work when managing his class and allocating tasks to students must ask questions of didactic order:

1. Are objectives compatible with such approach?
2. How does a group of work facilitate achievements of the set of objectives?
3. What are the media/materials most favourable to accompany content?

Didactic issues must be accompanied with pedagogical concerns. For instance, how to take into account the socio-emotional relationships of my students in classroom management.

1. **Didactics and psychology**

The definition of the term didactics differs from one country to another simply because didactics is affected by some factors such as traditions, teachers, learners, and the process itself. However, didactics refers to all kinds of research in teaching or learning process. Didactics is concerned with some context in the society. Therefore, we talk about the curriculum because it restricts the degree of freedom to act in this context.

Didactics does not determine the angle from which we should approach the teaching- learning process. It starts with goal definition then coming to the actual process later. Approaching the instructional process in that way makes it easily too teacher-centered and too inattentive to the activities of students and their learning. There are many researchers who concentrate on teaching instructions and their book may be characterized as a good and typical treatment of research on teaching. On the other hand, starting from the student side may lead to overemphasis on learning, not leaving enough room for the idea of teacher-student interaction.

In order to find a solution to the problem of mutual communication, educational psychology is suggested. It is the scientific study of mental states, processes, and behaviour. It is the interaction of education and psychology. In that interaction, we find areas where the aspects common to didactics and educational psychology are found. Educational psychology considers areas of learning, development, intelligence, and motivation. The educational psychology deals with problems that are mainly without any specific context. The more we specify the problems with the help of the context, the more questions we consider in didactics. This contxt free to context dependent dimensions is important to differentiate between educational psychology and didactics.

The major differences between psychology and didactics can be summarized in the following table:

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|  | **Didactics** | **Educational Psychology** |
| **Mission** | Building models or systems for the instructional process in society. | Developing theory in the area of educational psychology |
| **Background philosophy** | Human or social sciences with hermeneutics also empiric- analytic | empiric- analytic approach also interpretative |
| **Value background** | Values defined according to some curriculum | General values found in the society |
| **Context** | Some institutions | The instructional process is general including institutions |
| **Concern** | Achieving the aims and goals of some curriculum | Motivation and learning students characteristics |
| **Content** | Subject matter of the curriculum | Not restricted by some curriculum |