

Generalisation Und Diskrimination - Sven Fiedler

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Der Begriff des Lernens wird in unserem Alltagsverständnis in sehr vielfältiger Weise benutzt. Schon allein mit dem Wort 'Lernen' sind - meist unabhängig vom Alter des Menschen - Gedanken an Institutionen wie Schule, Ausbildungsstätte oder Universität verknüpft, in denen das Lernen viele Jahre zur hauptsächlichlichen Beschäftigung wird. So erinnert man sich als Erwachsener z.B. an Fremdsprachengrammatik, Gedichte, mathematische Formeln oder Geschichtszahlen sowie weitere Lerninhalte, mit denen man sich als Schüler unter Mühe oder Anstrengung auseinander zu setzen hatte. Demzufolge orientiert sich der Alltagsgebrauch des Lernbegriffs vorrangig an den Inhalten, die gelernt werden. Wissen, Fertigkeiten und Einstellungen sind an dieser Stelle als Resultat zu nennen. Aber haben wir uns schon mal Gedanken gemacht, welchen kognitiven Phänomenen wir uns beim Lernen bedienen? Nach welchen lernpsychologischen Gesetzmäßigkeiten bewältigen wir die Fülle der Alltagsinformationen, um neue Situationen oder Ereignisse einzuschätzen und zu bewerten? Damit habe ich den Kernpunkt meines Themas getroffen. Denn die beiden Phänomene des Generalisations- und Diskriminationslernen sind von wichtigster Bedeutung für das menschliche Lernen. Es ist also plausibel, dass eine wissenschaftliche Auseinandersetzung mit dem Thema unabdingbar ist. Meine Ihnen vorliegende Arbeit unterliegt einer wissenschaftlichen Betrachtung dieses Themas, auf das im Alltag nicht explizit eingegangen wird. Obwohl nach einer Generalisation immer auch eine Diskrimination stattfindet, habe ich beide Phänomene - aufgrund der notwendigen Gliederung - getrennt voneinander betrachtet. An dieser Stelle sei auch darauf hingewiesen, dass die Beispiele in Unterkapitel 2.2 auch für das Unterkapitel 3.2 gelten. Selbstverständlich ist mir bewusst, dass es in der neueren Forschung noch weitere Arten für das Diskriminationslernen gibt, ich möchte es aber bei den wesentlichen belassen.

Author: Fiedler, Sven Publisher: GRIN Verlag Illustration: N
Language: GER Title: Generalisation und Diskrimination Pages: 00011 (Encrypted PDF) On Sale: 2005-01-01 SKU-13/ISBN: 9783638356947 Category: Psychology : General

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