

# Der Frontalunterricht - Definition Und Kritische Betrachtung - Tamara Bauer

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Johann Amos Comenius (1592 - 1670) wird in vielen Fachbüchern als Vater des Frontalunterrichts bezeichnet. Der Autor der Didactica Magna und des Lesebuches Orbis sensualium pictus verfolgte das Ziel möglichst viele Jugendliche koedukativ zu unterrichten. Er wollte Wissenschaft vermitteln und die Schüler/innen erziehen. Um diese Ziele zu erreichen, setzte er den Lehrervortrag und gelegentliche Kontrollfragen ein. Die Schüler/innen sollten durch Nachahmung lernen.<sup>1</sup> Friedrich Eberhard von Rochow (1734 - 1805) differenzierte den Unterricht nach Comenius in Lehrervortrag und Frageunterricht. Er sah seine Aufgabe darin den Schülern/innen Menschenfreundlichkeit und Rationalität beizubringen. Sein katechetischer Frageunterricht bestand aus mehr oder weniger schweren Fragen des Lehrers zu bestimmten thematischen Geschichten, die von den Schülern/innen kurz vorher in Rochows Lese- und Sachbuch Der Kinderfreund gelesen wurden. Rochow eröffnete kostenfreie Schulen auf seinen Gütern, in welchen Bauernkinder nach diesen Prinzipien unterrichtet wurden.<sup>2</sup> [...] <sup>1</sup> Aschersleben, Karl: Frontalunterricht - klassisch und modern. Eine Einführung. Neuwied 1999, Seite 11 ff. <sup>2</sup> Ebd. Seite 20 ff. Author: Bauer, Tamara Publisher: GRIN Verlag Illustration: N Language: GER Title: Der Frontalunterricht - Definition und kritische Betrachtung Pages: 00023 (Encrypted PDF) On Sale: 2010-01-01 SKU-13/ISBN: 9783640699667 Category: Education : General

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