

Die Lehrerrolle Im Offenen Und Im Traditionellen Unterricht - Nicole R[ö]sch

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Die Lehrerrolle im traditionellen und im offenen Unterricht soll das Thema sein f[ür] die vorliegende Hausarbeit. Der Frage des Warum, Wie und Was soll hier nachgegangen werden. Was war, was ist Lehrersein heute? Welchen Anforderungen und Herausforderungen muss sich der Lehrer stellen und wie kann er damit umgehen? Wie kann er der zunehmenden Schulunlust, einer nachlassenden Konzentrationsf[äh]igkeit und problematischem Sozialverhalten in Zeiten der medialen Reiz[ü]berflutung begegnen? Und welche Rolle spielt er dabei? In der griechischen Antike kannte man Frontalunterricht noch nicht. Platon zum Beispiel, praktizierte die geistige Geburtshelferkunst, die M[ä]t[er]eutik, die sich auf den Dialog zwischen philosophischem Lehrer und dem fragenden Sch[ü]ler konzentriert. Geschick in der Fragekunst des Lehrers steuerte die Lernergebnisse des Sch[ü]lers. Ein organisiertes Schulwesen existierte nicht. In der r[ö]mischen Zeit verhielt es sich [ä]hnlich. Es gab es Privatgelehrte, die einzelnen Sch[ü]lern das Wissen der septem artes liberales, der sieben freien K[ün]ste, vermittelten. Auch hier kann man nicht von einer Unterrichtsmethodik sprechen. Im Mittelalter, in den Kloster- und Stiftschulen, wo theologisches Wissen vermittelt wurde, unterrichtete man immerhin schon in sogenannten Haufen, d.h. in Gruppen mit vergleichbarem Kenntnisstand. Dies fand nicht 'frontal' statt, sondern einzelne Gruppen mussten spezifische Lernaufgaben l[ö]sen, die danach vom Lehrmeister abgeh[ört]t wurden. [...]

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