

Theorien Der Kindheitsforschung: Ein Paradigmenstreit - Anna Badstübner

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Seit geraumer Zeit vollzieht sich in den Sozialwissenschaften und somit auch innerhalb der Kindheitsforschung ein Perspektivenwechsel (Honig, Leu Nissen, 1996). Zinnecker (1996) spricht sogar von einer beständigen Entwertung älterer Konzepte durch neue Wissenschaftler, die innerhalb eines nicht enden wollenden Kreislaufs in rasendem Tempo andere Begrifflichkeiten und Erklärungsmodelle vorschlagen. Das Wissenschaftsfeld ist somit seines Erachtens von Kampf und Konkurrenz geprägt. Er betont jedoch auch, dass 'neue Kinder und neue Kindheiten [...] auch neue Theorien und Forschungsdesigns' verlangen (ebd, S.51). Die Wissenschaft muss sich daher ebenfalls den sozialen historischen und kulturellen Wandlungsprozessen anpassen, die Kindern neue Herausforderungen stellen (Mayall, 1996; Honig, Lange Leu, 1999; Olk, 2003). Diese Annahme erklärt auch, warum in der neueren Literatur zur Kindheitsforschung immer deutlicher ein paradigmatischer Wechsel von der Pädagogik zur Soziologie erkennbar ist (Winkler, 2003), der nicht nur einen Erkenntnisfortschritt innerhalb der Wissenschaft reflektiert, sondern auch und vor allem 'das Bräuchlich-Werden eines epochaltypischen Kindheitsmodells' (Honig, Lange Leu, 1999, S.13). Wie dieser sich konkret gestaltet, soll das Thema dieser Arbeit darstellen. Dafür wird zunächst die traditionelle Sicht auf Kinder beleuchtet, um sich dann der neueren Kindheitsforschung zuzuwenden. Am Schluss der Arbeit stehen ein Vergleich der Paradigmen und ein Ausblick auf zukünftige Entwicklungen.

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