CONTENT

PRELIMINARY REMARKS AND STATEMENT OF THE PROBLEM

CHAPTER 1

UNLOCKING THE DIDACTIC PROBLEM FIELD IN TERMS OF INISGHTS INTO AND PRONOUNCEMENTS ABOUT THE EVENT OF FORMING (BILDUNGSVORGANG)

- 1.1 THE PHENOMENON "FORMING": A general didactic clarification of concepts
- 1.1.1 A closer look at the word "Bildung"
- 1.1.2 The person image
- 1.1.3 Formedness and forming
- 1.1.4 Knowing and knowledge as moments in the event of forming
- 1.2 DIDACTIC PRONOUNCEMENTS ABOUT THE "WHAT" OF THE FORMATIVE EVENT
- 1.2.1 Formative content as a didactic cagtegory
- **1.2.2** The formative value of content
- **1.2.3** The choice of formative content
 - a) Formal forming
 - (i) Functional or power forming
 - (ii) The theory of methodical forming
 - b) Material forming
 - c) Categorical forming
 - (i) The field of meaning of the concept "double unlocking"
- 1.2.4 Categorical forming and the structure of formative content
 - a) Conceptual clarification
 - (i) A logical relation
 - (ii) A lived experiencing of totality
 - (iii) A purposeful disclosure of coherent relations
 - b) The methodological significance of the structure of the formative content
- **1.3 FORMATIVE SENSE AS A DIDACTIC CATEGORY**
- 1.3.1 Interest as a moment of formative sense

1.3.2 What formative content has formative sense for particular states of becoming?

CHAPTER 2 EXPERIENCING AS A CATEGORY OF LEARNING

- 2.1 HUMAN LEARNING
- 2.1.1 The fields of tension of the learning activity
 - a) Polar field of tension between person (pupil) and reality (Umwelt)
 - b) Polar field of tension between person (pupil) and person (educator)
- 2.2 EXPERIENCING
- 2.2.1 An explanatory introduction to acquiring experience
- 2.2.2 The concept experiencing
- 2.2.3 Concerned involvement in a matter as a fundamental precondition for acquiring experience
- 2.2.4 The significance of possessed (acquired) experiences
- 2.2.5 Experiencing and the school
- 2.3 MINDFUL OBSERVING (AANSKOUING) AS A FORM IN WHICH EXPERIENCING IS MANIFESTED
- 2.3.1 Perceiving and mindful observing (aanskouing)
- 2.3.2 The concept of mindful observing (aanskouing) itself
- 2.3.3 Doing and indful observing (aanskouing)
- 2.3.4 Klafki's concept of categorical aanskouing (mindful observing)
- 2.4 LIVED EXPERIENCING AS A FORM IN WHICH EXPERIENCING IS MANIFESTED
- 2.4.1 Some essential characteristics of the event of lived experiencing
- 2.4.2 Values and lived experiencing
- 2.4.3 Contents of a matter and lived experiencing
- 2.4.4 Lived experiencing and didactic principles
- 2.5 ENCOUNTERING AS A FORM IN WHICH EXPERIENCING IS MANIFESTED
- 2.5.1 Known analogous forms
- 2.5.2 The space of encounter
- 2.5.3 Means of encounter

- 2.5.4 The didactic-pedagogical significance of encounter
- 2.5.5 A simple structural model of an encounter

CHAPTER 3 THE "FRUITFUL MOMENT" AS A CATEGORY OF TEACHING

- 3.1 THE PARTICULAR SIGNIFICANCE OF PEDAGOGICAL TACT IN A TEACHING EVENT
- 3.2 THE EDUCATIVE FRAMEWORK OF M. BONSCH
- 3.3 A DIDACTIC PREPARATION FOR A POSSIBLE BEGINNING OF THE FRUITFUL MOMENT
- 3.3.1 A didactic introduction to the fruitful moment
- 3.3.2 The Socratic mimetic
- 3.3.3 A questioning attitude as the first phenomenal form in beginning the fruitful moment
- 3.3.4 Mindfulness and the fruitful moment
- 3.3.5 A teacher's explanation and interpretation as a facet of creating a fruitful moment
- 3.4 THE FRUITFUL MOMENT ITSELF

3.5 DIDACTIC OPENINGS AND THE IMPLICATIONS OF THEFRUITFUL FOR BRINGING THE TEACHING TO A CLOSE3.6 SUMMARY

CHAPTER 4 THE EXEMPLARY THEORY

- 4.1 DISCLOSING THE PROBLEM FIELD
- 4.1.1 An historical approach to the exemplary
- 4.2 THE ROOT WORD "EXEMPLUM"
- 4.2.1 A few important pronouncements about the exemplum
 - a) The unlocking action of an example
 - b) An example can contribute to pointing out the reality of a concept
 - c) An example also offers the possibility for deductive use
- 4.2.2 Differentiating between "Exemplar" and Exempel"
- 4.3 THE ELEMENTAL AS A NECESSITY FOR EXEMPLARY TEACHING

4.3.1 Dangers and limits of elemental forming

4.4 A FEW MODES OF THE EXEMPLARY

- a) The paradigm
- b) The typical case
- c) The pure case
- d) The classical case
- e) The specimen and the model
- 4.5 DIDACTIC POSSIBILITIES FOR IMPLEMENTING THE EXEMPLARY PRINCIPLE
- 4.5.1 The exemplary contributes to subject matter unloading in place of overloading
- 4.5.2 The exemplary "elemental-izes" without atomizing
- 4.5.3 The exemplary is motivating rather than informing
- 4.6 THE SIGNIFICANCE OF THE EXEMPLARY FOR PRACTICE

BIBLIOGRAPHY