

CONTENT

Foreword

CHAPTER 1: *Points of departure for constructing a didactical theory*

- A. Introduction
- B. Some points of departure for designing a didactical theory
 - 1. The anthropological
 - 2. The pedagogical norm
 - 3. The didactical historical
 - 4. The school
 - 5. The psychology of learning
 - 6. Categorical-hypostatizing
- C. Conclusion

CHAPTER 2: *The problematic of “didaskhein”*

- A. The time-concrete imperative
- B. The other pedagogical perspectives and “didaskhein”
 - 1. The fundamental pedagogical
 - 2. The psychopedagogical
 - 3. The sociopedagogical
 - 4. The historical pedagogical

CHAPTER 3: *The categorical structure of teaching*

- A. Motivation for the categorical structure
- B. The categorical structure and didactic practice
- C. Original experiencing and didactical theory construction
- D. Original experiencing and didactical form
- E. Considerations about teaching contents

CHAPTER 4: *Didactical-pedagogical perspective on original experiencing, lived experiencing and learning*

- A. Experiencing and lived experiencing: Considerations for teaching
- B. Teaching effect: learning as a form in which original experiencing is expressed

CHAPTER 5: *Unlocking reality: a didactical analysis*

A. The didactical analysis

B. Introductory comments about the lesson structure

1. The origin of the lesson structure
2. The form aspect of the lesson structure
3. The contents aspect of the lesson structure

C. The educative task

D. The educative aim

E. Summary: Didactical theory and teaching practice

F. Conclusion

BIBLIOGRAPHY