



Die konstruktivistische Erkenntnistheorie (German Edition)

Sarah Werner

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Studienarbeit aus dem Jahr 2005 im Fachbereich Pädagogik - Wissenschaft, Theorie, Anthropologie, Note: 1,7, Universität zu Köln, 16 Quellen im Literaturverzeichnis, Sprache: Deutsch, Abstract: Der Konstruktivismus ist eine vieldiskutierte Basistheorie. Die erkenntnistheoretische Kernthese lautet, dass die Welt nicht von uns gefunden, sondern erfunden wird. Wir erkennen die externe Wahrheit Welt nicht, wie sie wirklich ist, sondern konstruieren mit anderen eigene Wirklichkeiten, die ein viables Handeln ermöglichen. Die Erkenntnis einer absoluten Wahrheit ist deshalb nicht möglich. Lernen gilt als selbstgesteuerte, biographisch geprägte Aktivität, die zwar von außen angeregt, nicht aber organisiert werden kann. Die vorliegende Arbeit erläutert die Grundlagen des Konstruktivismus und die Relevanz für die Pädagogik. Zunächst werden einige Vorreiter der konstruktivistischen Erkenntnistheorie behandelt. Danach werden Theorien aus der Neurobiologie, Kognitionswissenschaft, Systemtheorie, sowie die Kernaussagen der konstruktivistischer Erkenntnistheorie vorgestellt. Daraufhin folgen Konsequenzen für die Pädagogik. Dabei wird erörtert wie konstruktivistisches Lernen und Denken stattfindet und wie die konstruktivistische Erkenntnistheorie in die pädagogische Praxis der frühen Kindheit eingebunden werden kann. Die Arbeit endet mit einer Schlussbemerkung.

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