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Die Elementarisierung des Elementarlesebuches: Von der Katechismusfibel zur Fibel „vom Kinde aus“

II Historische Fallstudien

Abstract

On the basis of four primers the comparative study will demonstrate the influence of society, state and educational theories since the 14th century and how elemental categories of instruction kept consequences on conception of primers to make learning more easy and effective.

While the aim of learning to read by the "Katechismusfibel" was only religious instruction regardless of considering children's mental abilities and capacities, the primer of the era of enlightenment was adapted to the children's minds, but still kept an eye only on moral and virtuous education, despite a new simplified method of learning to read. In the second half of the 18th century a new generation of primers was created with the implication of reading and writing in a single method ("Les- und Schreibmethode") and bringing together the idea and conception of childhood and its surroundings. It lasted until early 20th century when primers were gradually orientated towards "Reformpädagogik". Illustrated colourfully they integrated the individual world of children, their home country or home town. The primer had become a play and amusing children's book, in which the syncretical or analytical method of learning to read was secondary to the social element of teaching method, so that learning to read would proceed easier and more quickly than earlier. This kind of primer has not changed substantially up to now.