

Neue Aspekte zu Kants Pädagogik



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NEUE ASPEKTE ZU KANTS PÄDAGOGIK



Deutscher Wissenschafts V Jun 2015, 2015. Taschenbuch. Book Condition: Neu. 21x15x cm. Neuware - Zu Kants Schriften ist viel und umfassend geforscht worden. Dies gilt auch und im Besonderen für dessen Vorlesungen über Pädagogik. Insofern scheint die Ankündigung, neue Gesichtspunkte zu Kants pädagogischem Verständnis gefunden zu haben, nicht nur unerschrocken, sondern geradezu ein wenig kühn zu sein. Gleichwohl soll ein solcher Beschreibungsversuch - wenngleich vornehmlich auf die Kantische Erziehlehre beschränkt - hier gewagt werden. In dessen Rahmen ist erstens offenzulegen, dass in bisherigen - wenngleich in vielerlei Hinsicht überaus gelungenen - Erörterungen einige fruchtbare Perspektiven jener Kantischen Erziehlehre unberücksichtigt geblieben sind. Zweitens sollen einige begriffliche Unzulänglichkeiten, welche teils in der Authentizitätsproblematik der Kantischen Pädagogik, teils in deren Rezeptions- und Interpretationsgeschichte, teils aber auch in Kants eigener Verantwortung begründet liegen, erfasst und geklärt werden. Drittens sind - noch deutlicher als bislang schon geschehen - Gemeinsamkeiten und Unterschiede jener Kategorien der Disziplinierung, Kultivierung, Zivilisierung und Moralisierung zu erarbeiten sowie deren innere und äußere Verflochtenheit zu beleuchten. Und viertens schließlich soll noch ein kurzer Blick auf die Aktualität jener einzelnen Erziehungskategorien geworfen werden. Brief description of the monograph 'New aspects to Kant's pedagogy' Up to now there exists a extensively research to Kant's writings. This also concerns his lectures on education particularly. So far the announcement having found new evidence to Kant's pedagogical understanding not only seems to be fearless but even a little daring. However such an attempt of description should be risked in this context - although it is primarily limited to the Kantian 'lectures of education'. According to this firstly it must disclose that in recent discussions some fruitful perspectives of the Kantian educational lectures has been disregarded. Secondly some conceptual shortcomings which partly due to the problem of authenticity Kantian education, partly in the reception and interpretation but also...



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