

3. Der Mathematikunterricht in der Sekundarstufe I

3.0. Allgemeines

3.0.1. Zur Schulorganisation

Nachdem gerade in den Klassen 5 und 6 die unterschiedlichen Schulorganisationen am stärksten von den Lehrplänen und den didaktischen Ansprüchen her immer stärker zusammengefasst worden sind, sind in vielen Bundesländern auch in den folgenden Klassen 7–10 die Lehrpläne einander angeglichen worden bzw. schon gemeinsame Pläne erstellt worden. Insofern ist eine der folgenden Überlegungen auch nicht erforderlich, »schulformeigene« methodische Bemerkungen zu machen. Je nach Abstraktionsfähigkeit der Schülergruppen kann der Lehrer die Veranschaulichungen gestuft einsetzen, entsprechendes Sprach- und Abstraktionsniveau planen und gegebenenfalls den Umfang von Ergänzungen unterschiedlich dosieren. Variationen mag es auch im Umfang von Anwendungen, insbesondere bei Sachaufgaben, geben.

3.0.2. Methodisch-didaktische Leitprinzipien

Von der Gesamtkonzeption her muß die Klassenstufe 5–10 als Einheit angesehen werden. Ist in der Orientierungsstufe (Klassen 5, 6) das Prinzip der Propädeutik vorherrschend, so wird man allmählich zu präziseren und allgemeineren Begriffsbildungen vordringen. Dabei wird der didaktische Hintergrund immer mehr selbst Unterrichtsgegenstand. Es darf jedoch nicht vergessen werden, daß Schulung des Anschauungsvermögens, Fähigkeit auf unterschiedlichen Sprachniveaus zu formulieren und mathematische Aktivitäten auch weiterhin wichtig bleiben. Weiterhin bleiben Lernprozesse an anschauliche Gegebenheiten und Aktivitäten gebunden. Abstraktion heißt nicht so sehr Verzicht auf Anschauung, sondern mehr die Fähigkeit, Begriffsbildungen usw. an prägnante, kennzeichnende Vorstellungen zu binden und Unwesentliches auszuschalten und ein hinreichendes Umfeld der Begriffe zu kennen (Gegenbeispiele, Variationen).

Zentrale Unterrichtsbereiche in der Sekundarstufe I sind Algebra und Geometrie. In den Klassen 5 und 6 wird – wie gezeigt – die Propädeutik in den Vordergrund gestellt (zur Geometrie vgl. 3.3), nun folgen systematischere Darstellungen. Der Zahlbegriff wurde dort stark an Größen orientiert; nun werden die Zahlen immer mehr als eigene Objekte aufgefaßt (wenn auch mit anschaulichen Bindungen). Insofern ist der Aufbau des Zahlensystems noch einmal in einem eigenen Kapitel dargestellt.

Inzwischen ist auch eine ausführliche »Didaktik der Algebra« erschienen (VOLLATH 1974). Auf sie wird häufig zurückgegriffen.

In der Geometrie wird der Unterricht von den Stufen der Figurenkenntnisse und Zeichnerfertigkeiten, der intuitiven Einsicht und des plausiblen Schließens (GRIESSEL 1963) zum Beweisen, ja zur Beweisanalyse, zum lokalen Deduzieren und schließlich zum lokalen Ordnen (wenn auch letztere Stufen vielleicht nur in Ausnahmefällen) übergehen (vgl. HOLLAND 1973).

Lange Zeit hatte man den Eindeutigkeitssatz

Didaktik Und Methodik Des Mathematischen

Aurel Voss



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Methodik des mathematischen Unterrichts: Didaktik der angewandten Mathematik Walther Lietzmann, 1924

Methodik des mathematischen Unterrichts: Tl. Didaktik der angewandten Mathematik. 1924. xi, 234 p Walther Lietzmann, 1924 Methodik des mathematischen Unterrichts: Didaktik der einzelnen Gebiete des mathematischen Unterrichts Walther Lietzmann, 1923 Didaktik und Methodik des Rechnens und der Mathematik Max Simon, 1905 *Die Organisation des mathematischen Unterrichts an den höheren Knabenschulen in Preussen* Walther Lietzmann, 1910 Die mathematischen Wissenschaften Felix Klein, 1912 *Didaktik und Methodik des Rechnens und der Mathematik* Maximilian Simon, Max Simon, 1908 **Methodik des mathematischen Unterrichts: Organisation, Allgemeine Methode und Technik des Unterrichts** Walther Lietzmann, 1926 *Die mathematischen Wissenschaften*, 1914 **Didaktik der Mathematik und Informatik** Karl Josef Fuchs, Claudio Landerer, 2021 Methodik des mathematischen Unterrichts Walther Lietzmann, 1919 **Abhandlungen über den mathematischen Unterricht in Deutschland**, 1909

Unterrichtsblätter für Mathematik und Naturwissenschaften, 1896 Zeitschrift für mathematischen und naturwissenschaftlichen Unterricht Volkmar Hoffman, 1907 Includes section Literarische berichte **Abhandlungen über den mathematischen Unterricht in Deutschland** International Commission on the Teaching of Mathematics, 1913

Zeitschrift für mathematischen und naturwissenschaftlichen Unterricht, 1896 **Die beziehungen der Mathematik zur Kultur der Gegenwart** Aurel Voss, 1914 Abhandlungen zur Geschichte der mathematischen Wissenschaften mit Einschluss ihrer Anwendungen, 1902 *Didaktik der Geometrie für die Sekundarstufe I* Hans-Georg Weigand, Andreas Filler, Reinhard Hölzl, Sebastian Kuntze, Matthias Ludwig, Jürgen Roth, Barbara Schmidt-Thieme, Gerald Wittmann, 2013-09-03 Dieses Buch f hrt Studierende Referendare und Lehrkr fte aller Schularten in die didaktischen und methodischen Grundlagen des Geometrieunterrichts der Sekundarstufe I ein und zeigt anhand zahlreicher unterrichtspraktischer Beispiele M glichkeiten einer problemorientierten Unterrichtsgestaltung auf Aufbauend auf den Bildungsstandards werden zum einen die wichtigen Aspekte Beweisen und Argumentieren Konstruieren Probleml sen sowie Begriffslernen und Begriffslehren behandelt Zum anderen wird auf die zentralen Themenbereiche des Geometrieunterrichts eingegangen Figuren und K rper Fl cheninhalt und Volumen Symmetrie und Kongruenz hnlichkeit und Trigonometrie Der Einsatz des Computers ist in alle Kapitel integriert ein berblick ber die Entwicklung zentraler Ideen in der Geometrie und im Geometrieunterricht rundet das Buch ab **Didaktik Und Methodik Des Rechnens Und Der Mathematik...** Maximilian Simon, 2025-05-22 Didaktik Und Methodik Des Rechnens Und Der Mathematik ist ein umfassendes Werk von Maximilian Simon das sich mit der Didaktik und Methodik des Rechnens und der Mathematik auseinandersetzt Es bietet detaillierte Einblicke in effektive Lehrmethoden und Strategien f 1 4r den Mathematikunterricht Das Buch ist eine wertvolle Ressource f 1 4r P dagogen die ihre F higkeiten im Unterrichten von Mathematik verbessern m chten Es behandelt sowohl die

theoretischen Grundlagen als auch die praktischen Anwendungen um den Sch 1 4lern ein tiefes Verst ndnis f 1 4r mathematische Konzepte zu vermitteln Ein unverzichtbares Werk f 1 4r jeden der sich mit der Vermittlung von Mathematik besch ftigt This work has been selected by scholars as being culturally important and is part of the knowledge base of civilization as we know it This work was reproduced from the original artifact and remains as true to the original work as possible Therefore you will see the original copyright references library stamps as most of these works have been housed in our most important libraries around the world and other notations in the work This work is in the public domain in the United States of America and possibly other nations Within the United States you may freely copy and distribute this work as no entity individual or corporate has a copyright on the body of the work As a reproduction of a historical artifact this work may contain missing or blurred pages poor pictures errant marks etc Scholars believe and we concur that this work is important enough to be preserved reproduced and made generally available to the public We appreciate your support of the preservation process and thank you for being an important part of keeping this knowledge alive and relevant

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