



Interkulturelle Kommunikation in PädagogInnenteams (German Edition)

Veronika Bernau

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Studienarbeit aus dem Jahr 2007 im Fachbereich Deutsch - Deutsch als Fremdsprache / Zweitsprache, Note: 1,0, Ludwig-Maximilians-Universität München (Institut für Deutsche Philologie), Veranstaltung:

Lesekompetenz im Umgang mit Fach- und Sachtexten, 8 Quellen im Literaturverzeichnis, Sprache: Deutsch,

Abstract: Wie SchülerInnen grundsätzlich im Unterricht – nicht nur im Deutschunterricht – untereinander kommunizieren, beeinflusst das Gesprächsverhalten von SchülerInnen weit mehr als die verhältnismäßig geringen Unterrichtsstunden, bei denen Deutschunterricht selbst nur für die Entfaltung kommunikativer Fähigkeiten angedacht sind.

Wenn man als Lehrkraft das Ziel verfolgt, SchülerInnen für die Kommunikation in öffentlichen interkulturellen Situationen fähig zu machen, dann sollten die „kommunikativen Bedingungen“ in einer Schulklasse so gestaltet sein, dass die SchülerInnen diese Fähigkeit dort entfalten können. Die Qualität persönlicher Konversationen durch den Schulunterricht zu begünstigen erscheint jedoch utopisch, weil private Handlungsweisen nur selten in öffentlichen Situationen erlernt werden können. Aus diesem Grunde sind ferner psychologische Kommunikationsmodelle, welche für nichtöffentliche und therapeutische Situationen gedacht sind, wie etwa der „vierohrige Empfänger“ von Schulz von Thun (1981), nur begrenzt auf schulische Lernsituationen übertragbar.

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