Abstract
The understanding of a human development and consequently of the educational process in the contemporary Latvia’s pedagogy has the following accents:
- student’s activity in learning/teaching process;
- activity as a base for the development;
- all-round and harmonious development;
- individuality as the unity of qualities of the activity subject (Žogla, 2001a).

As the present-day situation has most seriously affected such elements of the pedagogical process as study aims, didactic principles, study forms, methods and content, these elements were taken as criteria for the analysis of the classification of didactic models. In the contemporary Latvia’s pedagogy, the priority is given to the approaches where the stress is laid on human behavior (behaviorism), democratic organization of education (pragmatism), development of human personality (humanism) and epistemology of education (constructivism).

This paper is concerned with approaches, their analysis within the paradigm of a contemporary pedagogy, as well as with the analysis of the classification of didactic models developed by I. Žogla (Žogla, 2001b, 2001c) and I. Maslo (Maslo, 2001) based on the criteria determined by the authors of the paper.

KEYWORDS: pedagogical paradigm, pedagogical approach, didactic model, criteria for the analysis of didactic models, contemporary school.

Introduction
Changes in the contemporary education involve shifting of accents in the essential didactic categories of science and practice of Latvia’s pedagogy: a pedagogical paradigm, approach, didactic model. Using the findings of classical pedagogy, laying more emphasis on the humanistic character in a study process and underlining the role of cooperation between a teacher and a student, I. Žogla (Žogla, 2001a, 2001b, 2001c) and I. Maslo (Maslo, 2001), Latvian scholars in pedagogy, in their theoretical findings have substantiated the use of most frequently practiced didactic models in present-day schools and have developed the classification of these models.

During the time of the intensive process of reforms in education, the paradigm in Latvia’s pedagogy is interpreted as the understanding about a human development and tendencies in social processes. When the teachers become the carriers of educational changes and improvers of the life of society, they experience difficulties in following all processes of changes and re-orienting their activities in accordance with the unrelentingly changeable situation. The contemporary teachers have to respond to ever growing demands for organizing the educational process so that every subject taught at school would become a tool for developing students’ thinking, sphere of their feelings, and improving their social skills and spiritual sphere.

The understanding of a human development and consequently of the educational process in the contemporary Latvia’s pedagogy has the following accents:
- student’s activity in learning/teaching process;
- activity as a base for the development;
- all-round and harmonious development;
- individuality as the unity of qualities of the activity subject (Žogla, 2001a).

This paper is concerned with approaches, their analysis within the paradigm of a contemporary pedagogy, as well as with the analysis of the classification of didactic models developed by I. Žogla (Žogla, 2001b, 2001c) and I. Maslo (Maslo, 2001) based on the criteria determined by the authors of the paper.

The Link of the Didactic Model with a Pedagogical Paradigm and More Frequently Used Approaches
Pedagogical theories allow a teacher to understand the nature of the pedagogical process, and a scientist to explain why a certain didactic interconnectedness exists, while a didactic model – to characterize and predict the expected results by responding to the question what and how something
functions, what and when something can be achieved. Thus, we see a great variability when a teacher himself/herself selects or develops a didactic model, which would best correspond to his/her perceptions about a productive didactic process in the specific institution as well as would comply with his professional qualification and real possibilities.

If we speak about the nature of a didactic model, we have to indicate the great variety of its definitions. For instance,

- A didactic model is a theoretical basis of pedagogy which helps to plan the dialectic action of education institutions (Meyer, 1987);
- A model is a unity for implementing theory and practical learning, which determines the differences of the study process (Žogla, 2001c).

The contemporary didactics offers opportunities for developing diverse models which have been substantiated by specific theories: behaviorism, cognitivism, constructivism, etc. They are based on the philosophy about personality’s qualities and the complexity of the interaction between them, on the holistic nature of a personality, the unity between qualities and activity of a personality: “The guidelines are for a broader spectrum of pedagogical situations” (Žogla, 2001a, 51).

If popular philosophical, pedagogical and psychological approaches (Dewey, 1910, 1916, 1963; Thorndike, 1913; Vigotsky, 1926, 1960; Kilpatrick, 1951, 1992; Maslow, 1970; Watson, 1970; Rogers & Freiberg, 1994; Piaget, 2001, a.o.) are analyzed in compliance with such parameters as educational aims, didactic principles, learning/teaching forms, methods and content (see Table 1), then the following priorities can be identified in each of the approaches:

- in behaviorism – human behavior;
- in pragmatism – democratic organization of education;
- in humanism – individ’s personality;
- in constructivism – epistemology of education.

The results of the comparative analysis allow us to conclude that:

1) Behaviorism supports ideas of a traditional paradigm, substantiating it from the position of psychology. According to this approach, education should be homogenous, having one universal didactic model (here the education standard is implied). As we know, standardization is tightly related to the centralization of the education system which, in its turn, frequently leads to authoritarianism and decrease in the importance of democratization. In this connection, a student is the object of the study process which is affected by a teacher/lecturer through the system of stimuli.

2) Contrary to the homogenous centralization, pragmatism supports the development of a civic-responsible and democratically-oriented personality. The basic idea of pragmatism is as follows: the orientation of a human activity towards the satisfaction of needs. Due to this idea, experience, problem solving and reflection have a special role in the study process.

3) Humanism lays a strong emphasis on absolute students’ freedom and a special role of the development of independence during the constant developmental process of personality. In this connection, it is vital that both a student and a teacher would be equivalent subjects of the study process.

4) Constructivism focuses on the development of a critically thinking personality as a builder of social changes. To achieve this aim, a student needs to comprehend the content of education through the reflection and contextualization of the study material according to his/her needs. Constructivists lay a special stress on the necessity to bring education nearer to a practical real activity.
Table 1. Comparative analyses of behaviorism, pragmatism, humanism and constructivism

<table>
<thead>
<tr>
<th>Criteria of comparison</th>
<th>Behaviorism</th>
<th>Pragmatism</th>
<th>Humanism</th>
<th>Constructivism</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Idea</strong></td>
<td>Positivism; Functionalism</td>
<td>Pragmatism; Functionalism</td>
<td>Existentialism</td>
<td>Post-modernism; Cognitivism</td>
</tr>
<tr>
<td><strong>Study aim</strong></td>
<td>The development of a rationally thinking personality according to a definite model</td>
<td>Education of a civic-responsible, democratically-oriented personality</td>
<td>A continuous development of an independent, responsible, creative personality</td>
<td>The development of a critically-thinking personality as a builder of social changes</td>
</tr>
<tr>
<td><strong>Didactic principles</strong></td>
<td>Orientation towards the future; Epistemological rationalism; Social mechanical approach to personality; Homogenous organization of education in compliance with a definite model</td>
<td>Orientation towards the present; Epistemological and axiological pluralism; Epistemological instrumentalism; Axiologization of freedom; Democratic organization of education</td>
<td>Orientation towards the present; Axiologization of person and his/her freedom; Personality’s autonomy from social and biological factors; Personality as an open and hierarchical system</td>
<td>Orientation towards the future; Epistemological and axiological relativism; Epistemological structuralism; Constructive alternativeness; Social-political and cultural-historical determination of knowledge</td>
</tr>
<tr>
<td><strong>Study forms</strong></td>
<td>Programmed study forms according to the scheme S-R-S; Mechanical and computer tools for feedback; Ensuring the individual tempo in acquiring the study program; Studies without a teacher/lecturer are possible</td>
<td>Problem-oriented study forms according to the scheme: experience-hypothesis - reflection-theory; Use of project study forms; Ensuring the conditions for the cooperation between a teacher/lecturer and a pupil/learner; Integrated character of studies</td>
<td>Facilitating study forms; Integrated character of studies; Orientation towards the independent development of study program, student’s self-assessment, self-discipline; Extensive use of a dialogue</td>
<td>Facilitating and problem-oriented study forms; Integrated character of studies; Pluralistic interpretation of a study material; The creation of the nearest development zone and building of conditions for the cooperation between teacher/lecturer and pupil/learner</td>
</tr>
<tr>
<td><strong>Study methods</strong></td>
<td>Deductive method; Behavior correction method; Latent study method</td>
<td>Inductive method; Scientific reflection method; Empirical method</td>
<td>Empirical method; Method of influencing emotionally; Method of an indirect impact</td>
<td>Deductive method; Method of critical analysis; Method of internationalization of knowledge; Method of self-reflection; Method of deconstruction and de-contextualization of experience</td>
</tr>
<tr>
<td><strong>Study content</strong></td>
<td>Orientation towards natural sciences; Discrete and standardized content</td>
<td>Orientation towards the student’s needs; Pragmatic and interdisciplinary content</td>
<td>Versatile, comprehensive and constant content; Focus on a humanitarian block; Orientation towards students’ cognitive needs; Interdisciplinary content</td>
<td>Content focused on students’ cognitive needs; Focus on critical theories and universal skills of critical thinking; Interdisciplinary content</td>
</tr>
</tbody>
</table>
Didactic models can be based on some definite paradigm as well as may develop as models of inter-paradigms: “The more accurately the model develops the content and properties of study process components, their functions and unity, the better it works practically” (Žogla, 2001a, 134).

I. Žogla interprets a paradigm as a philosophical understanding about a pedagogical process and its productivity: “A pedagogical paradigm is the understanding about a pedagogical process and its productivity...”; the author asserts that “a paradigm is based on a definite approach and theory, it comprises specific values, aims, tools for achieving them, expresses teacher’s or scientist’s understanding about the character of interrelationships between the components of the study process” (Žogla, 2001c, 22).

In the contemporary pedagogy the following pedagogical paradigms are widely used:

- **study process focused on the subject**, which brings the didactic process in line with the logic of the subject and is manifested as a restricted understanding of didactic laws, respecting the requirements of the program and thereby demonstrating features of a normative pedagogical process;
- **teacher’s activity-oriented pedagogical process**, which determines didactic aims, tools, work organization, relationships between a teacher and a pupil, teacher’s dominant role, which is manifested most often as a normative pedagogical process;
- **social needs-oriented pedagogical process** brings aims, tools, mutual relations in line with the needs of society, as well as understands the enhancing of the development of personality as personality’s acting in the interests of society or of some dominating group;
- in the frames of **student-oriented paradigm** the focus of the study process is a student with individual needs: a teacher is guided by understanding the student’s abilities;
- **student’s activity-oriented pedagogical process** is based on understanding the activity as the basis for personality’s development, in which personality’s qualities are manifested and developed, and whose quality is determined by the personal qualities and needs of the subject of activity (Žogla, 2001c).

A paradigm is based on the understanding about a student, learning/teaching, interpersonal communication etc.

Any model, independent of pedagogical theories, it is based on or which approach it specifies, becomes non-productive, if it has not been built on the basis of general didactic regularities. But the principles, in their turn, reflect how regularities materialize in a specific didactic model. The more completely the didactic regularities have been characterized in a specific model and the more accurately the principles have been formulated, the more precisely teacher’s and a student’s activity can be projected, the easier it is to improvise and achieve better results in the process.

The versatility of a pedagogical process appears in any didactic model, while the nature of a model itself is determined by what paradigm, theory, aspect, approach it is based on. A didactic model in a “pure” form is practically not available, and therefore, we can speak about essential, dominant features and the integration of elements of other didactic models into them. For instance, cognitive models are impossible without components of a communicative model, communicative - without socialization, behavioral – without communication etc.

The aims of the didactic process are differentiated depending on the type of institution – to promote the physical or mental development, to develop professional skills, to facilitate the development of musical abilities etc., which, in their turn, appear in the didactic model and reflect teacher’s approach, philosophical understanding about a productive pedagogical process according to the most essential aim of a specific institution. In accordance with his understanding, a teacher interprets and specifies correlations between the components of a pedagogical process, which actually builds a didactic model.

A didactic model reflects the correlations between different pedagogical notions: study, aims, study content, study methods, results a.o. For example, a teacher is convinced that a student will better acquire the subject-matter and will make a better progress, if teaching/learning is organized in a communicative model and it is holistic. Another teacher chooses a cognitive didactic model based on the ideas of humanism, but a student’s logical way of cognition is deductive, a heuristic model is impossible without the cognitive one (Žogla, 2001c).

In pedagogy, integrative didactic models are popular, which in their nature are analogous with a holistic approach and implement it. In the contemporary Latvia’s pedagogy, didactic models have been classified in works by different authors, which essentially differ in conception.
I. Žogla (Žogla, 2001b) distinguishes the following didactic models:

- **Pragmatic-practical models**, which are based on theories by V. James and J. Dewey. Common for these models is orientation towards practical results, learners’ skills of performing definite activities.

- **Idealistic-theoretical models** are oriented towards altruism, humanism, and are based on religious, political, ethno-ethical a.o. values. These models are aimed at enriching culture, preserving values in order to make the life in the society easier, to enhance the development of specialist’s profession-related qualities (democracy, tolerance). An essential component of study content is qualitative knowledge, and the development of experience of activity in life environment protection.

- **Individualized models** focus on the individual’s independence in developing his/her enterprise, sense of responsibility, ability to dare, to risk and find a way out. They are oriented towards the education of a leader-manager or performer-consumer.

- **Cooperation, group, team models** implement the idea of decentralization and democratization under the conditions of a reform. Today, team work is a real and direct tool for enriching mutual relationships in a study process. The author maintains that it is very important that during a study process the partnership should grow into a higher quality – into the relationship of equality of rights.

- **Constructivism didactic models** are based on the idea that the students construct new knowledge and skills on the basis of experience. The basic driving force for learning is a student’s activity. In this connection, the didactic process is characterized by the exchange of opinions and discussion. A learner purposefully brings the key concepts into focus and defines his/her priorities in constructing new knowledge and understanding as well as in enriching attitudes, organizes independent learning, and self-assesses his achievements. While a teacher has a role of an assistant and a motivator for independent learning (see Table 2).

<table>
<thead>
<tr>
<th>Didactic models</th>
<th>Methodological base</th>
<th>Key words</th>
<th>Study aim</th>
<th>Basic ideas</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pragmatic-practical</td>
<td>Pragmatism</td>
<td>Skills; activity; practical result</td>
<td>Formation and development of practical skills, quick training for practical work</td>
<td>Orientation towards practical result, student’s skills to perform a definite activity</td>
</tr>
<tr>
<td>Idealistic-theoretical</td>
<td>Cognitivism; Communicative approach</td>
<td>Culture; values; democracy; tolerance</td>
<td>To make the life in the society easier, to promote the development specialist’s professional qualities (democracy, tolerance)</td>
<td>Enriching culture, preserving values in a study process</td>
</tr>
<tr>
<td>Individualized</td>
<td>Pragmatism; Positivism; Phenomenological approach</td>
<td>Individual; initiative; responsibility; daring</td>
<td>Education of a leader-manager or a performer-consumer</td>
<td>Training teachers for educating enterprising learners</td>
</tr>
<tr>
<td>Cooperation, group, team</td>
<td>Cooperation theory</td>
<td>Partnership; relationships of equality of rights; team work</td>
<td>The development of human attitudes on the basis of partnership and confidence</td>
<td>The implementation of the ideas of decentralization and democratization on the basis of cooperation</td>
</tr>
<tr>
<td>Constructivism</td>
<td>Constructivism (radical, cognitive, social)</td>
<td>Learning; independence; self-assessment</td>
<td>Formation and development of a responsible and independent personality</td>
<td>A student as an equal subject of the study process constructs new knowledge and skills on the basis of experience</td>
</tr>
</tbody>
</table>
Analyzing these markedly different approaches (pragmatism and constructivism), I. Žogla, on the one hand, identifies a topical problem in the didactic model based on pragmatism: the culture of pragmatic relationships ousts essential human spiritual values from the study process; on the other hand, she fixes the prerequisites for the implementation of the constructivism didactic model: “...understanding is the core of studies (of acquiring both theory and practical skills), one of the principal aims” (Žogla, 2001a).

The classification of didactic models by I. Maslo (Maslo, 2001) is built on the analysis of theories on the development and socialization of personality (see Table 3). Providing three parameters (conditions, opportunities, limits) of analysis, the author characterizes the following models:

- **Cognitive didactic models** are oriented towards the development of students’ cognitive sphere (memory, thinking, perception) in the study process. This requires from a learner skills of independent work and experience of acquiring scientific information. However this model does not reflect the link between knowledge and practice.

- **Pragmatic didactic models** are oriented towards achieving standard requirements by following the model of a definite pedagogical technology or standard. During the study process, knowledge and skills, needed only for a specific activity or qualification, are acquired. In the connection with this, the stress is laid on acquiring algorithms of a specific activity, on exercises, but learners’ cognitive sphere (including critical thinking and creativity), skills of cooperation etc. are not being developed.

- **Communicative didactic models** are oriented towards developing human attitudes during the process of information exchange, interpersonal communication and activity. These models are aimed at developing human social competence and experience, as well as creating the system of attitudes on a hermeneutical level. In this context, during the process of cooperation tolerance, communicative competence and experience of interpersonal communication is brought into focus.

- **Task-oriented didactic models** include an integrated development and socialization of a personality. During the process of the interaction between a teacher and a student, a learner himself/herself plans his/her studies, which gradually changes into self-instruction. In this connection, the didactic principles of differentiation and individualization can be implemented during the study process.

- **Process-oriented didactic models** are oriented towards student’s independent learning in a dialogue with a teacher. The most essential peculiarity of these models is: both subjects of the study process are equal partners, they equally interested and motivated in exploring the problem. Of a special importance is the fact that all spheres of personality are put in action simultaneously: cognitive, emotional, volition. In the process of a mutual teacher’s and student’s research activity new ideas and approaches emerge and are approbated.

**Table 3.** Characteristics of didactic models based on the classification of I. Maslo (Maslo, 2001)

<table>
<thead>
<tr>
<th>Didactic models</th>
<th>Methodological base</th>
<th>Key words</th>
<th>Education aim</th>
<th>Basic idea</th>
<th>Didactic steps</th>
</tr>
</thead>
<tbody>
<tr>
<td>Cognitive</td>
<td>Pragmatism; Cognitivism</td>
<td>Cognition; learning; knowledge</td>
<td>Use and development of a human cognitive sphere</td>
<td>Learning indicates the way for transferring and inheriting knowledge</td>
<td>1) Motivation; 2) organizational information; 3) information; 4) study task; 5) independent work; 6) correction; 7) processing; 8) assessment</td>
</tr>
<tr>
<td>Didactic models</td>
<td>Methodological base</td>
<td>Key words</td>
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<td>Basic idea</td>
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</tr>
<tr>
<td>Pragmatic</td>
<td>Pragmatism</td>
<td>Standard requirements</td>
<td>Achievement of standard requirements according to a model of a definite pedagogical technology or standard</td>
<td>Acquiring a needed experience in standard situations</td>
<td>1) Entering the necessary information; 2) use of information in a practical activity; 3) practicing skills and abilities in a practical activity; 4) standardized control of the quality of activity</td>
</tr>
<tr>
<td>Communicative</td>
<td>Multi-cultures; Hermeneutics; Communicative approach</td>
<td>Communication; social competences; hermeneutics</td>
<td>Development of human social competence and experience, as well as creation of the system of attitudes on hermeneutical level</td>
<td>Development of human relationships in the interaction between different cultures</td>
<td>1) Information; 2) attention; 3) perception; 4) processing; 5) re-processing; 6) communicative use</td>
</tr>
<tr>
<td>Task-oriented</td>
<td>Constructivism; Communicative approach</td>
<td>Interaction between a student and a teacher; development of personality; socialization; learning</td>
<td>Integrated development of a personality, simultaneously stimulating the socialization process of a personality</td>
<td>During the interaction between a teacher and a student the learner himself plans his/her studies, which gradually changes into self-instruction</td>
<td>1) Formulation of tasks; 2) predicting the study results; 3) selection of a study material; 4) joint planning of a study process; 5) choice of social work forms; 6) assessment of study work and results</td>
</tr>
<tr>
<td>Process-oriented</td>
<td>Constructivism; Communicative approach</td>
<td>Problem studies; searching; learning experience;</td>
<td>Development of an independent, creative and free personality</td>
<td>To independently develop theoretical findings, to provide one’s creative solutions instead of traditional ones</td>
<td>1) Developing the relationships of confidence; 2) quest for answers by - asking questions, - asking them for a second time, - acquiring learning skills, - gaining experience of activity in various social forms; 3) vision of problems and their solutions</td>
</tr>
</tbody>
</table>

The diversity of study programs, new generations of students and rapid changes in the social demand prove the need to use during the study process as different didactic models and their modifications as possible, to creatively develop them in the interaction with students and to solve theoretical and practical problems of the taught subjects in the dialogue held among concerned and motivated researchers.
Conclusions

1. As the present-day situation has most seriously affected such elements of the pedagogical process as study aims, didactic principles, study forms, methods and content, these elements were taken as criteria for the analysis of the classification of didactic models. In the contemporary Latvia’s pedagogy, the priority is given to the approaches where the stress is laid on human behavior (behaviorism), democratic organization of education (pragmatism), development of human personality (humanism) and epistemology of education (constructivism).

2. So that a teacher could consciously choose one of the didactic models or create his/her own, he/she needs competences in different spheres:
   - Philosophy, which interprets the logical way of cognition and processes of developing knowledge. A teacher needs to understand this theory so that, independent of a specific model, he/she would be able to organize a pedagogical process with the aim of helping a student to systematize knowledge acquired in studying many and different disciplines;
   - Psychology, which elucidates the regularities of personality development and enables a teacher to purposefully create the environment favorable for the development of a student, and where the activity of a student is research- and discovery-oriented;
   - Management science, which explains the organization and management of student’s activity in the study process. In the present-day situation, the priorities are given to group teaching/learning, based on the cooperation between a student and a teacher, during which such personality qualities as tolerance, skill to cooperate, communication culture, independence, responsibility are being developed in compliance with norms of a democratic society.

References


ÄNDERUNGEN IM LEHR CONTEMPORARY IN LETTLAND

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Zusammenfassung

Während der intensiven Reformen in der Ausbildung wird in der Pädagogik Lettlands das Paradigma als Verständnis von der Entwicklung des Menschen und von den Tendenzen des gesellschaftlichen Prozesses wahrgenommen. Die Lehrer, die zu Trägern der Veränderungen in der Ausbildung und zu Teilnehmern des vollwertigen Gesellschaftslebens geworden sind, haben es ziemlich schwer, allen Veränderungsprozessen zu folgen und ihre Arbeit entsprechend der sich verändernden Situation anpassen zu lassen. An die heutigen Lehrer werden die entsprechend komplizierteren Forderungen gestellt, den Lernprozess auf solche Weise zu organisieren, damit
jedes Schulfach zum Förderungsmittel des Denkens der Schüler, ihres Gefühlslebens, sowie der Vervollkommnung ihrer sozialen Verfahren und des geistigen Bereiches wird.

Das Verständnis von der Entwicklung des Menschen und von dem damit verbundenen Lernprozess wird in der gegenwärtigen Pädagogik Lettlands durch die folgenden Akzente kennzeichnet:
- Aktivitäten des Schülers im Lernen;
- Handlung als Grundlage der Entwicklung;
- vielseitige und harmonische Entwicklung;

- das Benehmen des Menschen im Behaviorismus;
- demokratische Organisation der Ausbildung in der Pragmatik;
- die menschliche Persönlichkeit im Humanismus;
- Gnoeseologie der Ausbildung im Konstruktivismus.


Im Rahmen dieser Forschung wurden die populärsten gegenwärtigen pädagogischen Paradigmen und Zugänge aktualisiert sowie die Klassifizierungen der didaktischen Modelle von führenden Wissenschaftlern Lettlands (Žogla 2011b, 2001c; Maslo, 2001) im Zusammenhang mit ausgewählten Kriterien analysiert, darunter sind methodologische Grundlagen, Ausbildungsziele, didaktische Schritte, Lehrmethoden und Inhalt der Hauptideen.

Damit der Lehrer bewusst eins von didaktischen Modellen auswählen oder sein eigenes Modell bilden kann, sind für ihn die Kompetenzen auf folgenden Gebieten notwendig:
- Philosophie, die den logischen Weg im Ausbildungsprozess erklärt. Der Lehrer braucht diese theoretischen Kenntnisse, um unabhängig von der Modellkonkretisierung dem Schüler/dem Studenten zu helfen, die in vielen sich von einander unterscheidenden Fächern erhaltenen Kenntnisse zu systematisieren.
- Psychologie, die die Gesetzmäßigkeiten der persönlichen Entwicklung erklärt und dem Lehrer/dem Lektor erlaubt, zielbewusst die freundliche Umwelt für die Entwicklung des Schülers/des Studenten zu schaffen, in der die Tätigkeit des Schülers/des Studenten einen Forschungs- und Entdeckungscharakter erwirbt.