# Contents

**Introduction**  .......................................................... 7

1. **Current Controversies on Teacher Education** .......................... 11
1.1 **The Aims of the Council of the European Union** ...................... 11
1.2 **Current Controversies about Teacher Education**  
and its Historical Background ........................................ 12
1.3 **The Relation of Theory and Practice in Professional Teaching**  
and its Relation to Scientific Approaches ............................. 32
1.3.1 **Practical Knowledge and the Orientation of Teachers**  
in Comparison with Scientific Approaches ............................ 34

2. **The Challenge of a Relation of the General and the Particular**  
in Scientific Thinking and Research .................................. 54
2.1 **The Phenomenological Noematic and the Noetic Concept**  
of Science as a Basis for Modeling Teacher Education ............ 60
2.2 **On the Noematic Concept of Science**  ................................ 63
2.2.1 **Criticism of Noematic Models of Teacher Education** .......... 65
2.2.1.1 **Teacher Education as a Development of “Competences”** ... 66
2.2.1.2 **Standards, Standardized Teaching and Teacher Education** ... 69
2.2.1.3 **Teacher Education as a Development of “Subjective Theories”**  
and the Concept of “Reflective Practitioning” ...................... 70
2.2.1.4 **Criticism of the Noematic Concept of Science in Education**  
and Outlook on the Phenomenological Noetic Alternative .......... 73
2.3 **On the Phenomenological Noetic Concept of Science** ............. 81
2.3.1 **Knowledge Forms and Knowledge Formats** ..................... 85
2.3.2 **“Epistemology”** ............................................... 87

3. **Science from the Phenomenological Noetic Perspective** .......... 89
3.1 **On Phenomenological Epistemology**  ................................ 91
3.1.1 **Body-Phenomenology and the Concept**  
of a “Constitutive Corporality” ..................................... 92
3.1.2 **On Body-Phenomenological Epistemology** .................... 95
3.2 **On Performativity-Oriented Epistemology** .......................... 98
3.3 **On Praxeological Epistemology** .................................... 107
4. The Epistemology of Science-Oriented Teacher Education and Empirical Approaches to Orientative and Practical Knowledge of Teachers .......................................................... 110

4.1 The Practice Knowledge and Orientation Knowledge of Teachers in the Classroom from the Phenomenological Noetic Perspective . . . 112

References. .................................................................................................................. 122