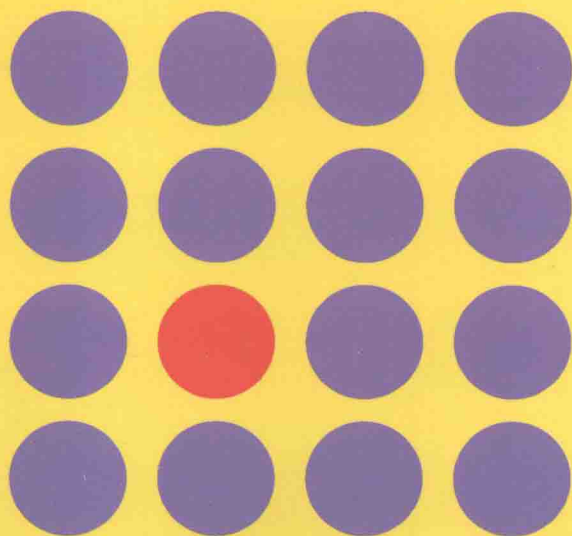


中国体育博士文丛

# 当代体育教师 专业发展研究

潘凌云 著



北京体育大学出版社

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# 当代体育教师专业发展研究

——基于教师主体性的视角

潘凌云 著

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# 内容提要

在教育改革已成为常态的当代社会里，专业发展既是提升教师自身专业性的基础前提，也是推动学校变革的关键环节。体育教师的专业发展同样是一个毋庸置疑的重要问题。在人类体育文化的发展进程中，体育教师充当着继承者、传播者、研究者和引导者的角色，承担着促进学生身心健康发展的历史使命。体育教师如果没有专业上的成长和发展，其历史使命便无法履行和完成。而传统的仅注重通过有计划、有组织地“自上而下”被动提升教师专业水平的培训模式，由于忽视了教师主体性的存在、忽视了教师对自身的激励、忽视了教师的自主性和自我发展，最终使得体育教师专业发展动力不足，发展进程缓慢而沉重。基于此，本研究试图以教师主体性发展为主线，探究体育教师专业发展的真实意蕴，初步形成体育教师主体性发展的理论框架，提出主体性发展的路径与策略，在实践上为体育教师的成长和发展开辟一条道路，为体育教师自觉提升自己的专业素养提供方法论的指导。

本研究以马克思主义“人的全面发展”理论为指导，通过文献资料法、逻辑分析法、调查研究法、个案分析法等，力求对体育教师主体性专业发展的内涵、规律和发展路径进行较为全面、系统、深入的阐释和考察。除绪论和结语外，本书内容由7章组成。

绪论主要介绍了本研究的背景、选题意义、研究现状、研究思路与研究方法，并对书中涉及的核心概念进行了解释和说明。

第一章，主体性视域体育教师专业发展的真实意蕴。从主体性的视角阐释体育教师专业发展的内涵，旨在引领体育教师实现自我发展意识

的觉醒和解放，并为其专业生活重建提供理论支撑。本章从“主体需要：体育教师专业发展的动力和源泉”“专业自觉：体育教师专业发展的基础和前提”“自我完善：体育教师专业发展的原点和本质”“自我超越：体育教师专业发展的路径和机制”以及“职业幸福：体育教师专业发展的根基和依归”5个层面揭示了体育教师专业发展的真实意蕴。

第二章，当代体育教师的主体角色及主体地位。体育教师作为“运动技术传授者”“终身学习者”“课余体育引导者”“体育课程设计和组织者”“体育教育研究者”以及“体育文化创造者”等多重角色的复合体，理应是体育教育的主体。但长期以来囿于历史的偏见和认识的局限，体育教师被异化为运动技术的传递者，因循着大同小异的专业生活方式，其主体角色和主体地位并没有真正得以确立，失去了应有的本体价值和生命意义。鉴于此，本章在考察体育教师主体性旁落的基础上，揭示了当代体育教师的应然主体角色和主体地位。

第三章，当代体育教师主体性素质的多维架构。体育教师真正成为当代体育教育的主体是有条件的，即体育教师必须具备相应的主体性素质。本章省视了传统教师素质研究的局限性，并在分析作为活动主体的人的素质结构构成和阐述教师主体性素质内涵的基础上，提出并详细阐释了构成体育教师主体性素质的3个维度：智能系统、动力系统和调控系统。

第四章，主体参与式培训：引领体育教师自主发展。传统体育教师发展范式的“外在客体式”主要涉及对教师的在职培训。在职培训本是提升教师专业素养的重要路径，但由于囿于教师职前教育模式的窠臼，忽视了成人学习的基本特点，压抑了体育教师的主体性，从而大大降低了培训的针对性和实效性。本章在审思成人学习特点的基础上，阐释了体育教师培训的主体诉求，指出：体育教师培训应以唤醒体育教师专业发展的主体意识、引发体育教师自我反思、促进其内在世界改变为鹄的；培训的内容必须高度关注情境性、实践性知识的生成；应当采取

“主体参与式”的培训模式。

第五章，反思·超越·践履：体育教师专业发展的重要机制。反思、超越、践履，是体育教师专业发展内在主体性的充分彰显。本章首先对体育教师的现实专业生活状态进行了省视，指出，现实教育生活中不少体育教师的生存方式是一种自在自发的低迷、低质量的生存方式。具体体现在：经验消解了理性、重复消解了创新、模式消解了个性。指出，体育教师必须从生存方式上实现转型，即从自在自发的专业生存方式转变为自由自觉的专业生存方式，并凸显几个方面的转变：理性的生存、创造性的生存、个性化的生存。而要推动体育教师发展由“自在自发”走向“自由自觉”，教师反思的作用不容小觑。本章在解析“反思”的内涵和特征的基础上指出，反思是体育教师专业发展的重要机制。做反思型教师，乃是体育教师获致持续发展的重要条件。本章最后提出了成为反思型体育教师的策略和建议。

第六章，合作共生：体育教师专业发展的重要路径。论至“教师合作”，意味着关于体育教师专业发展的探究上升到了“主体间性”的层面。本章阐释了合作、教师合作的内涵和特征及其在教师发展中的重要作用，对体育教师合作文化的缺失进行了透析，指出，由于“体育”自身特有的禀性，导致不少体育教师形成争强好胜和“唯我独尊”的个性特征，形成了体育教师的个人主义文化。同时，有的学校体育教师还存在派别主义文化，彼此之间缺乏必要沟通与交流，甚至存在相互隔阂与封闭、防备与排斥等现象，影响了体育教师的专业发展。在理论探究和现状省视的基础上，本研究建议：构建教师专业共同体，促进体育教师专业化发展。在阐述了教师专业共同体的内涵和特质的基础上，提出了具体的路径和策略：强化体育教师合作的愿景和信念；走出个人藩篱，构建信任、互惠、合作的教师文化推力；培养专家型体育教师，推动群体内部社会互动学习；构建合作、开放型的体育教研组织；改进师徒教师教育模式。

第七章，体育教师主体性发展例析——著名特级体育教师关槐秀的

故事。从主体性视域审视体育教师专业发展问题，不分析一个优秀体育教师个案将造成对教师主体性专业发展理解上的空洞。本章以著名特级体育教师关槐秀为例，从“人生理想与教育信念”“知识结构与成长历程”“教育业绩与成就特色”“教育研究与教育智慧”等维度，对关槐秀老师专业发展历程进行了写实并揭示了其专业发展的主体性特征，使我们清晰地看到了一条体育教师的主体性发展道路。

**关键词：**体育教师；教师专业发展；主体性；反思；合作

# Preface

In present – day society, education reform is carried out frequently and widely. Developing professionalism of school principals and teachers has become the key factor of whether the education for all – round development could be carried out smoothly and educational reform be successful. The P. E. teacher professional development is also an important topic that should not be neglected. In the development of human sports culture, teacher acts role of successor, knowledge transfer, researchers and guide. It is absolutely impossible for the teacher to fulfill the historical mission endued by the times without their own development. From top to bottom in an orderly way, the traditional teacher education tends to be executed in a well – organized and planned way. This pattern is very old and the problem is obvious, and the lack of human subjectivity is one of the most important aspects. The lack of human subjectivity will eventually lead to the slow progress of the P. E. teachers' development. For the above – mentioned reasons, on the basis of the teachers' subjectivity, our research elucidates the connotations of the P. E. teacher's development, preliminarily forms up the theoretical frame of the P. E. teacher subjectivity of development, puts forward the route and the mechanism to realize and provide theoretic guidance for the P. E. teacher to develop their professional accomplishment in their professional career.

In order to give a comprehensive, systematic and deep research to the connotation, basic law and development path about the P. E. teacher's pro-



fessional development, based on the human general development theory of Marxist, this paper mainly uses literature, logical analysis, question investigating and case study, etc. Besides the introduction and the preliminary remarks, six parts are separated in the paper.

In the preliminary remarks, the significances and current situations of the research, significance of selecting the topic, research situation, research methods and thought of the dissertation are introduced and the key concepts concerned are explained.

Chapter one, the real content and meaning of the P. E. teacher's development of subjectivity. By elucidating the connotations of the P. E. teacher's development from the angle of human subjectivity of development, we could have a direct, clear and total understanding on how the teachers accomplish their self - development. In addition, this research helps us to have a sound grip of the theoretical basis for the reconstruction of the teachers' professional life. From five levels, the study reveals the essential connotation of the teachers' professional development. The results were as follows. Subjectivity's need: the main motive force and source of the P. E. teacher's development, professional self - consciousness: the basis and prerequisite of the P. E. teacher's development; self - perfect: an essential aspect of the P. E. teachers' development; self - surpass: the route and the mechanism to realize; professional blessedness: the ultimate pursuit of the P. E. teacher's development.

Chapter two, automatic role activation: the foundation of the P. E. teacher's development. As a synthesis of "movement technology transfer" "life - long learner" "guide of the ex - curricular sports activity" "designer of P. E. curriculum" "researcher of P. E. education" and "creator of sports and physical education culture", P. E teachers deserve to be the educational subject. But for a long time, because of some prejudices that are

formed by the limited historical facts or grand historical narration, P. E teachers are gradually alienated to a teaching instrument. Day after day, they are kind of stick in a rut. Their body role, principal position and subject quality are overlooked, and the teacher's self – satisfaction value are blurred. In this situation, the paper focuses on the concept of training “all – healthy man” as opposed to the alienation of “lopsided man” that is produced in the context of dual opposites between subject and object with the traits of technical production and hierarchy by instrumental rationality and the lack of human subjectivity.

Chapter three, multilayer structure of the subject quality of P. E. teachers. To be the subject of contemporary educational theory and practice, the P. E. teachers must possess the necessary subject qualities. In this chapter, the author points out the limitation of the defects and deficiencies of traditional study, analyzes the structure of human subjectivity qualities, and expounds the connotation of the teacher's subject quality. Based on above analysis, three dimensions of the P. E. teacher subjectivity qualities are analyzed emphatically, including the intelligent system, the power system and the supervisory control system.

Chapter four, “hands – on” workshop: leading the way of healthy development of teachers. In the lifelong educational age, the continuing education should have been the important way of the career development. But because of its objectivity, the teacher's subjectivity is oppressed. This is primarily caused by the confusion between pre – service education and adult education. The main expression are: as disciplinarian, expert's theory is often divorced from reality and the views of the P. E. teacher; trainer's monologue and the trainee's right of saying being deprived; the trainer seldom maintains a close contact with the P. E teacher, and so on. So, On the basis of dissertating the study characteristics of mature student, this chapter illustrates

how to manifest the P. E. teacher's subjectivity. At last, the author puts forward some concrete proposal: the main purpose of teacher training should be defined as the all-round development of man, especially the teacher's mentality of self-reflection and self-transcending should be ironed and awakened. We must be more concerned with the practical experience and practical knowledge of the teachers. Also, the training model of "subjective participation" should be adopted.

Chapter five, reflection · transcendence · fulfillment: One of the most mechanisms on the self-development of P. E. teachers. Reflection is the characteristic expression of the P. E. teacher's subjectivity of development. This chapter firstly analyses professional lifestyle of P. E. teachers. The paper says: in the P. E. teacher's spontaneous daily teaching-life, experience replaces rationality, repetition replaces innovation, and conformity replaces personality. But nowadays, the education reform is pressing for the P. E teacher to be self-examination-oriented or research teacher, which urgently requires P. E teacher to discard spontaneous lifestyle and live rationally, creatively, and personalizedly. To make it come true, it was necessary for P. E teachers to gain reason through reflection. From spontaneity to consciousness, P. E teacher's professional development achieves breakthrough and transcendence. To become a "retrospective type practitioner" is quite important for a continuing professional development. In the last part of this chapter, some proposal is put forward on how to become a "retrospective type practitioner".

Chapter six, cooperation and coexistence: an important means to improve the level of teacher professional development. If fact, when we discuss "teamwork among teachers", it means that we have delved into the teacher's professional development from theoretical height of "intersubjectivity". In this chapter, we interpret the connotations and characteristics of "cooperation"

and “teamwork among teachers” and then we expound the important role of “teamwork among teachers” on the teacher professional development. In everyday life of the P. E. teachers, there exist some undeniable conditions as follows. The P. E. teachers are estranged and isolated with one another, or even they are mutually exclusive. That is to say, there exist privatism and factitious culture. Such factors have an adverse effect on the teachers’ professional development. The teachers’ professional community is a typical manifestation of the teachers’ cooperative culture. And it is also the organizational foundation to promote the healthy development of teachers. This paper brings forward several strategic overview on how to construct P. E. teachers’ professional community: to give up privatism and to create trusting, reciprocal and cooperative teacher culture; to bring up expert P. E. teachers and to propel interactive learning in the groups of teachers; to construct cooperative, open teaching and research group; to improve “one – to – one” apprenticeship model of teacher education and to construct cooperative apprenticeship groups.

Chapter seven, a case analysis on the teacher’s professional development of subjectivity. When we discuss the P. E. teachers’ professional development of subjectivity, the case study is absolutely necessary. Without a fine teacher as example, our theoretical elaboration will be dry and abstract. So, we take Mrs. Guan Huaixiu, a nationally known special – class teacher for an example. From “pursuit of life and education faith” “knowledge structure and the process of growth” “education achievement and characteristic” and “educational research and educational wisdom”, we give a minute description on the professional development of Mrs. Guan Huaixiu. The subject quality of teachers can be seen from Mrs. Guan Huaixiu’s professional development, such as “self – sufficient of the development motive force” “autonomy of developmental ways” and “originality of developmental process”.

From Mrs. Guan Huaixiu, we could clearly see a way to success for subjectivity of development.

**Key words:** PE teachers; teacher professional development; subjectivity; reflection; collaboration

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# 绪 论

## 一、问题的提出

教师专业发展问题自 20 世纪 80 年代被提出以来,始终是国际教师教育领域的中心议题之一,同样也是我国教育改革实践中提出的一个具有重大意义的课题。人们逐渐认识到,教师专业发展在所有推进教育的策略中应居于中心地位——没有它,任何完美的改革策略只能停留在理想层面而难以成为现实。基于这一普遍认识,众学科对教师的发展都给予了前所未有的关注,体育界亦然。学校体育教育,如果没有优秀的体育教师全面推进学校体育工作,体育课程与教学改革都难以实施和把握。在全面推进素质教育的过程中,体育要充分发挥它特有的教育价值,首先要有富有开拓、创新精神的体育教师;在新的体育与健康课程改革过程中,要实现体育课程的现代化也要有睿智、专业的体育教师;在面对严峻挑战的形式下,要促进学生体质增强,更要有爱岗敬业的体育教师。而且,与其他学科教师相比,对于体育教师这一群体而言,加快专业化发展进程则显得尤为迫切。因为,“如果说以往教师总体的社会地位及专业地位不高是不可否认的事实的话,比较而言,体育教师的社会地位及专业地位则更为低下”<sup>〔1〕</sup>。更有研究者进一步指出:“在教师职业早已被认同为专业性职业的今天,体育教师却在教育领域乃至整个社会通常只被认为是所谓的亚专业职业、半专业性职业或准专业职业。”<sup>〔2〕</sup>在教育领域,不少学校管理者和教师甚至认为体育教师是

〔1〕 王健,体育专业课程的发展与改革[M].武汉:华中师范大学出版社,2003:149.

〔2〕 黄爱峰,大学体育教师的专业特性与专业性——兼论我国体育教师职业专业化问题[J].山东体育学院学报,2001(2):37.