

XUEQIAN JIAOYU
MINSU WENHUA
KECHENG
LILUN YU SHIJIAN

学前教育 民俗文化 课程

理论与实践

赵海燕◎著

民族出版社

贵州省教育科学规划项目研究成果

学前教育 民俗文化 课程 理论与实践

赵海燕◎著

民族出版社

图书在版编目(CIP)数据

学前教育民俗文化课程理论与实践/赵海燕著. —北京:
民族出版社, 2013. 4

ISBN 978 - 7 - 105 - 12711 - 5

I. ①学… II. ①赵… III. ①风俗习惯—课程—
教学研究—学前教育 IV. ①G613.3

中国版本图书馆 CIP 数据核字(2013)第 078753 号

策划编辑: 虞 农

责任编辑: 冯 敏

封面设计: 金 晔

出版发行: 民族出版社出版发行

地 址: 北京市和平里北街 14 号

邮 编: 100013

网 址: <http://www.mzpub.com>

印 刷: 北京彩云龙印刷有限公司

经 销: 各地新华书店经销

版 次: 2013 年 4 月第 1 版 2016 年 4 月北京第 1 次印刷

开 本: 880 毫米 × 1230 毫米 1/32 字数: 320 千字

印 张: 11.625

定 价: 38.00 元

ISBN 978 - 7 - 105 - 12711 - 5/G · 1861(汉 888)

该书如有印装质量问题, 请与本社发行部联系退换

汉文编辑一室电话: 010 - 64271909

发行部电话: 010 - 64224782



侗族村寨



侗族鼓楼





侗族童帽（一）



侗族童帽（二）



侗族背儿带



侗族童帽（三）



侗族童帽（四）



侗族纺织模型（教师作品）



侗族鼓楼模型（教师作品）



侗族干栏式民居（幼儿作品）



侗族儿童玩具：小鸡啄米



贵州地戏面具表演



京剧表演



民族舞蹈表演



红军操

侗族儿童游戏：稻草飞盘



侗族舞蹈



侗族芦笙踩堂

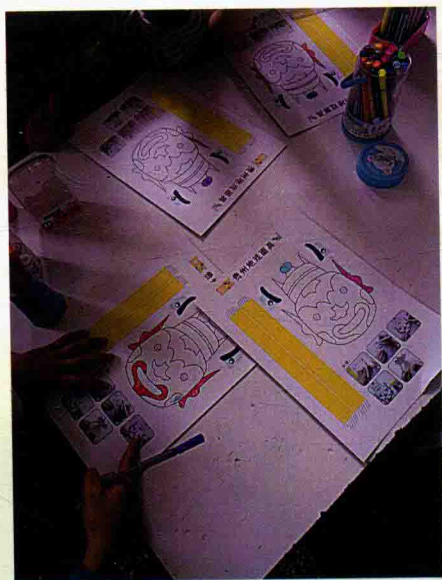




跳圈



绘画



贵州地戏面具涂色



结构游戏



插塑



踩木桩



掷圈



爬行



跳跃



滚筒



亲子贴树叶画

摘 要

民俗文化是“具有普遍模式的生活文化”，是传承了千万年的、最古老的活态文化，是文化的活化石。民俗文化是人类文化之根源，是人类的精神家园，起着陶冶和发展人类自身的重要作用。“人民生活在民俗当中，就像鱼类生活在水里一样”，儿童生活在具体的民俗文化情境中，民俗文化以儿童喜闻乐见的方式存在儿童生活之中，儿童生活世界里丰富而广泛的一切人、事、物，以及联结这些人、事、物的连续或非连续的过程与情境，都蕴涵和承载着民俗文化。

学前教育民俗文化课程研究以文献法、调查法和个案研究法为主要研究方法，对学前教育民俗文化课程内涵与特征、价值、目标、内容、实施和评价等进行了研究。学前教育民俗文化课程是根据学前儿童的需求，以学前儿童生活其中的优秀民俗文化为主，并兼顾其他民族或地区的优秀民俗文化，遵循学前儿童生活世界和健康成长的要求，在合理、适当地选择下，进行有机融合和组织的、有益的教育性经验。学前教育民俗文化课程具有自身的内部特征与外部特征，内部特征主要表现为生活性、传承性、融合性、共生性、开放性；外部特征表现为民族性、地方性、情境性、动态性、多样性。其中，生活性与传承性是内部本质特征，民族性与地方性是外部显著特征。

学前教育民俗文化课程的价值主要体现在儿童、社会、文化的

发展方面：在儿童个体发展价值方面发挥着培养文化包容意识、发展多样性思维能力、增强民族凝聚力、促进文化认同、实现国家认同、促进儿童智力和社会性发展、获取生存智慧、体验生活与生命的乐趣与意义等促进儿童身心和谐发展的重要价值；在社会发展价值方面发挥着弘扬民族精神、传承和发展民俗文化、保持文化的多样性、追求文化公平、向往社会公正、促进社会和谐、追求和谐共生、维护人类生存环境等方面的价值。

学前教育民俗文化课程秉持在现实的教育场域中，以儿童发展为旨归，以儿童文化背景为依托，在儿童生活中，通过儿童自身在教育现场中获得有益的教育性经验，促进儿童全面、整体发展的理念。学前教育民俗文化课程体现了对境遇性知识的尊重，将儿童从抽象的、普适的、价值无涉的知识中转向具体的、境遇的和关涉价值的知识，寻求人类共通和共享的经验，在特定的自然环境与文化环境中，有机结合普适性与境遇性知识，在科学世界与人文世界、生活世界与学科世界中自由翱翔，在不断动态发展的人类生活文化场域中体验生活、优化生活、享受生活，追求生命意义，实现人自身的不断发展和超越。学前教育民俗文化课程还把儿童作为积极主动的发展个体，尊重儿童在自身发展中积极作用的发挥与发展，把儿童作为主动的探索者和积极的建构者，在身心、情感、智力、意志、价值观等方面实现整体的和谐发展。同时，尊重教师的知识与智慧，充分发挥教师在课程运行中的积极作用，促进学前教育民俗文化课程良性循环机制的生成与发展。在教师成为主动、积极的建构者的过程中，教师也成为了儿童发展的积极促进者、引导者和帮助者，并实现了教师自身的发展与超越。

学前教育民俗文化课程目标方面：探讨了制定学前教育民俗文化课程目标来源的依据，确立目标制定的原则，在哲学、心理学、教育学、社会学、人类学层面阐释了学前教育民俗文化课程的目标。在课程内容方面：探讨了学前教育民俗文化课程资源存在的形

式,划分了衣食住行、人际关系、自然地理、口头语言、游戏体育、节日庆典、音乐美术等七个方面的内容,规定了内容选择和组织的原则,介绍了集合结构、网状结构、线性结构与树状结构等几种课程组织方式。在课程实施方面:确立了课程实施以我国传统优秀哲学思想“和而不同”“生生不息”理念为指导的相互调适取向和创生取向,分析了课程实施在课程设计特征、人员因素和环境方面的影响因素,确立了环境创设应遵循的安全实用原则、和谐一致原则、空白留用原则、共同参与原则和灵活丰富原则。学前教育民俗文化课程实施可采取教学活动、游戏活动和生活活动的途径,并进而探讨了其特点、设计和指导策略。在课程评价方面:分析了课程评价的特征和明确了课程评价的理念,探讨课程评价的诊断鉴定功能、信息导向功能、教育发展功能和管理监督功能,确定了课程评价的内容,分析了几种对儿童和教师进行评价的方法。

本书最后提出了应提升学前教育民俗文化课程理论研究水平、促进课程理论与实践的有机结合、建立健全课程评价体系、重视课程培训、进行课程运行环境研究、加强课程实施对策研究、注重幼小课程衔接研究、发挥行政的课程支持功能等方面的期望,致力于构建以政府为导向,以学前教育机构为中心,联合社区、家庭生成和促进儿童不断发展的共育机制。

Abstract

The folk culture is “a life culture with a universal mode”, an ancient and living culture that has been passed billions of years and a cultural living fossil. It is the root of human culture and spiritual home of people. It plays an important role in cultivating and developing of human beings. “People’s life surrounded by customs as same as the way fishes live in water.” Children live in the specific environment of folk culture, which exists in children’s life by the ways that they delighted to see and hear. The folk culture is contained and carried by the richness and extensive of people, things, objects, as well as continuous or non – continuous process and context link to these people, things and objects in children’s world.

Taking the literature method, investigation method and case study method as the main research methods, this thesis has studied the connotation, characteristics, values, goals, contents, implementation and evaluation of the folk culture curriculum of pre – school education. The folk culture curriculum of pre – school education is combined, organizational and beneficial educational experience under reasonable and appropriate selection, which in line with the needs of pre – school children, bases mainly on the excellent folk culture in which the pre – school children live, takes the other nation or region’s good folk culture into consideration, as well as

follows the demands of the pre – school children's living world and healthy growth. The folk culture curriculum of pre – school education has its own internal and external characteristics; its internal characteristics are existence, inheritance, integration, coexistence and openness; the external characteristics are nationality, localness, situation, dynamic and diversity. Among them, the existence and inheritance are the internal essential characteristics; meanwhile, the nationality and localness are the remarkable external features.

The value of the folk culture curriculum of pre – school education is mainly represented in the following aspects: the development of children's individual, society and culture. It plays a very important role to promote the balanced development of child physically and mentally, such as developing awareness of cultural tolerance, cultivating diversity thinking abilities, enhancing national cohesion, promoting cultural and national identity, improving children's intellectual and sociality development, obtaining wisdom of survival, experiencing the fun and meaning of lives and life, and etc. Also it helps the development of whole society, for instance it develop and expand the national spirit, inherit and develop folk culture, maintain cultural diversity, pursuit equality of culture, yearn for social justice, promote social harmony, pursuit harmonious coexistence and protect human living environment, and etc.

The concept of the folk culture curriculum of pre – school education upholds the real educational environment, bases on the purport of child development and relies on the children's cultural background, in the lives of children, acquiring beneficial educational experience through educational scenes where children presented. the folk culture curriculum of pre – school education reflects the respect for the circumstantial knowledge, shifting children from the abstract, universal, value – free knowledge

to the specific, circumstantial, and value – concerned knowledge, seeking the common and shared experience of human. In a given natural and cultural environment, it combined the universality with circumstantial knowledge, letting it freely fly in the world of science and humanities, and in the world of life and disciplines, experiencing life, improving the living, enjoying life and pursuing the meaning of life in the constantly developed human life culture atmosphere, realizing steady development and surpass of people. The folk culture curriculum of pre – school education also regard children as an active individual, respect the active role they played in the development of themselves, take children as active explorers and builders, achieving overall harmonious development in the physical, mental, emotional, intellectual, will, and other aspects. At the same time, it respects the teachers' knowledge and wisdom, gives full play to the positive role of teachers in the courses, and promotes the generation and development of virtuous circle mechanism of pre – school folk culture courses. In the process of teachers turned into active and positive builders, they also become the active contributors, guides and helpers to the development of children, in which they achieved their own development and surpassed themselves.

The goals of the folk culture curriculum of pre – school education discussed the basic sources of the development of pre – school folk culture curriculum goals, established the principle of goal – setting, illustrated the overall goal of the pre – school folk culture courses in philosophy, psychology, pedagogy, sociology and anthropology, refined seven major theme goals such as basic necessities of life, interpersonal relationships, nature and geography, oral language, games and sports, festivals, music and art, and etc. The course contents discussed the existence form of the pre – school folk culture curriculum resources, classified seven major