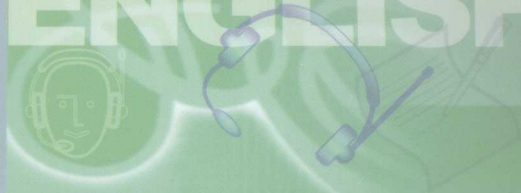


安徽省高等学校“十一五”省级规划教材
新课程学科教学论系列教材



English Teaching Methodology
英语教学论

——○ 欧阳俊林 主编

安徽人民出版社

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内 容 简 介

随着高中新课程的全面推行,英语教育必须在学科基本素质、教学能力和科学人文素质等方面有所创新。本教材立足英语学科教学改革,反映学科最新进展,全面体现素质教育,弘扬人文精神,对当代教育理念、语言教学理念、语言教学过程、教学双方关系等一系列影响英语教学的因素进行系统的讨论,结合语文知识、技能、情感态度、学习策略、文化意识和个体差异的介绍,展示学科的全貌并提供一个理论联系实际的研讨平台;通过观点介绍、实证研究的案例分析营造一个科学的英语学科教学空间,为培养新课程条件下英语教育的合格师资服务。本书可以作为一个学年或学期的必修课程教材,也适用于基础教育师资培训和其他进修课程教学及师范类成人教育。

序

基础教育课程改革对高师院校的课程与教学提出了严峻的挑战。学科教学论既是高师院校体现教师专业特点的重要课程,又是直接反映基础教育课程改革要求的重要载体。当前,我国学科教学论教材建设滞后于基础教育课程改革,“学科教学论”教学基本上沿用了传统的教学内容,没有渗透新的教育理念,不能满足高师院校对未来中学教师培养的需要。

从学与教、理论与实践的关系来看,“学科教学论”教学与教材滞后主要表现在以下四个方面。

一、重“教材”研究,轻“课程”研究

在我国,“教材”差不多成了“课程”的代名词。几乎所有的“学科教学论”教材,都有专门章节讨论教材的作用、教材的编写原则、教材的使用等,而“课程”中所包含的课程理念、课程计划、课程资源的开发、教材在课程中的地位、课程实施中学生的地位和教师的作用、生成性课程等,则少有涉及。

二、重“教”,轻“学”

长期以来,受传统教育思想的影响,我们习惯上将“教学”当作一个词汇来理解,因此“教学法”在实际上便成了“教法”的代名词。事实上,教学是一个以“学”为主的双边甚至多边活动,是“教”和“学”的统一体。在教育过程中,学生的学习既是教学活动的出发点,也是

教学活动的归宿。

三、重“考试性评价”，轻“发展性评价”

在我国教育实践中，“评价”与“考试”同义，以考试代替评价。新课程倡导形成性评价、发展性评价的新理念。评价活动是教学活动的重要组成部分，评价的目的在于促进学生学习的进步、教师教学效率的提高和学校工作的改进。

四、重“传统教学技能”培养，轻“现代教学手段”应用

面对迅猛发展和不断更新换代的现代教学设施设备，仅仅注重传统的教师教学技能培养显得不够全面。很多师范院校的学生在毕业之前，对于多媒体辅助教学和网络教学仅限于理论上的感知，缺乏实际操作应用。传统的教学技能和手段固然重要，但不掌握现代教学技能和手段，显然无法适应新课程教学的需要。

面对基础教育新课程的挑战，学科教学论课程与教学内容必须进行改革。

一、必须重新确立学科教学论的学科性质与地位

学科教学论在教师教育和教师专业化中有着不可替代的作用。只有强化学科教学论学科建设，才能真正发挥学科教学论在教师专业化中的作用。我们认为，学科教学论不是一般教学论理论的简单套用，它亦有自身的理论体系。学科教学论是研究学科教学规律及其应用的一门学科。从培养目标来看，学科教学论是结合本专业学科课程十分紧密，又很贴近中学学科教学实际，为师范生从事学科教学工作直接打基础、“实战性”最强、最基本的一门课程。

二、必须重新构建学科教学论课程结构与内容体系

根据基础教育新课程理念的要求，学科教学论课程结构的改革

与重建应注意以下两点:一是要反映现代教育理论的发展趋势,将哲学、教育学、心理学、教育技术以及学科教学理论有机结合起来;二是要反映基础教育改革对教师素质的新要求,将先进的教育理论、最新的学科知识、多样化的教学操作技能有机结合起来。学科教学论属于研究学科教学的一般规律和教学操作体系的应用性理论学科,主要包括学科教学的一般理论,其内容涉及课程论、教材论、教学论、学习论等。同时,它具有学科教学的操作体系,如学科教学基本技术、学科教学设计、学科教学评价等。学科教学论理论体系的建构,一方面,要学习和借鉴当代教育学、心理学理论的最新成果,例如主体教育理论、建构主义理论等;另一方面,又要关照学科教学实践,要将鲜活的学科教学实践经验提升到理论高度,从而形成学科教学论特有的新理论体系。

三、必须凸显学科教学论的学科特色

一要有理论性。学科教学论要以现代课程论、教学论、学习论为理论基础,结合学科教学实际,力求从理论高度把握学科教学的一般规律,回答学科教学目标、学科课程、学科教学过程、教学建模、教学评价等基本理论问题。二要有实践性。学科教学论不仅要有理论体系的建构,也要有具体的学科教学操作技能体系,诸如教学基本技能、备课与教学设计技术、现代教育技术在学科教学中的应用、评价技术等。

四、必须重建学科教学论的研究范式

学科教学论的研究范式要从理论与实践两个方面展开。

一方面,关注理论的实践研究。学科教学论的理论研究,要努力跟踪与学科教学有关的相关学科的前沿理论,结合学科教学实际,整合各种理论,并努力将其运用于学科教学实践,尝试建立学科教学的理论模型。目前,尤其要注重研究学科教学中一些重大而基本的理

论问题,如学科学习策略的厘定问题,学科教学模式的建构问题等。

另一方面,关注实践的理论研究。要在先进理论的指导下研究学科教学的实践,对于学科教学中的实践经验,特别是代表学科发展方向的先进经验,要进行理论概括与提升。

基于上述认识,我们根据新课程实施的调研情况,组织我校及省内具有丰富教学经验的学科教学论专家、学者和一线教师编写了这套“新课程学科教学论系列教材”。该系列教材是专为有志成为中学教师的师范生编写的,也可作为在职中学教师的专业培训、自我研修读物。相信这套教材能够对师范院校教师教育课程内容的改革提供有益的经验,能够适应基础教育新课程对学科教学论教材的需求,能够对在校师范生新课程从教能力的培养有所帮助。

王 伟

2007 年 7 月 18 日

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