

赵寄石



ON PRESCHOOL EDUCATION BY ZHAO JISHI

南京师范大学出版社

学前教育论稿



系的基本特点是“综合性”。这种综

合性体现在三个方面和三个层次。

### ●三个方面的综合

教育内容的综合是指根据教育任务和幼儿发展的需要,确定一个阶段的教育内容,将《幼儿园教育纲要》中提出的教育内容围绕某一个主题组织起来。

教育手段的综合是指根据某一个阶段的主题内容及幼儿的发展水平选择相应的教育手段,强调各种手段的互相配合,发挥各自的独特作用。

教育过程的综合是指把认知、情感、行为、能力的培养互相结合在统一的过程中。

### ●三个层次的综合

阶段活动的综合就是把每个年龄班的教育分成若干阶段,在每个阶段,有关的内容和手段互相联系、互相配合,使认知、情感、行为、能力的培养密切结合组成有机的整体。

一日或一周活动的综合就是每个主题的内容要落实到每周的每日活动之中。

个别活动的综合就是每项活动尽可能在各个部分自然的有机联系中进行。个别活动综合的具体形式由内容的性质、活动的要求、幼儿的能力等多种因素决定,有很大的灵活性。



# 赵寄石 学前教育论稿

ON PRESCHOOL EDUCATION BY ZHAO JISHI

南京师范大学出版社



图书在版编目(CIP)数据

赵寄石学前教育论稿 / 赵寄石著. —南京: 南京师范大学出版社, 2000.12

ISBN 7-81047-583-5/G·336

I. 赵… II. 赵… III. 学前教育—研究—文集 IV. G61-53

中国版本图书馆 CIP 数据核字 (2000) 第 84937 号

---

书 名	赵寄石学前教育论稿
作 者	赵寄石
责任编辑	余珍有
出版发行	南京师范大学出版社
地 址	江苏省南京市宁海路 122 号(邮编:210097)
电 话	(025)3598077(传真) 3598412(发行部) 3598297(邮购部)
E-mail	nnuniprs@public1.ptt.js.cn
照 排	江苏兰斯印务发展有限公司
印 刷	兴化印刷厂
开 本	850×1168 1/32
印 张	20.875
字 数	505 千
版 次	2001 年 8 月第 1 版 2001 年 8 月第 1 次印刷
印 数	6000 册
书 号	ISBN 7-81047-583-5/G·336
定 价	39.80 元

---

南京师大版图书若有印装问题请与销售商调换  
版权所有 侵犯必究

# 辛勤的耕耘(代序)\*

孙 岩

在这千年之交、新世纪到来之际,赵寄石教授的学前教育文稿即将结集付梓,这是我国学前教育界的一件大事。

赵寄石教授的这些文稿,是她近 20 年在学前教育领域中探索、研究和创新的结晶,也是她对学前教育理论与实践的感悟和发展。文稿不仅仅反映了赵寄石教授的学术成果,也反映了 20 年来赵寄石教授新的人生旅程。文稿汇集成册出版,无疑给学前教育宝库增添了一份新的宝贵的财富。

20 年来,中国学前教育事业有了突飞猛进的发展,学前教育的规模有了扩大,质量有了提高。但 20 年来学前教育发展的道路不是一帆风顺的,它曾经历了一些曲折和迷茫。在此过程中,赵寄石教授的学术思想和教育实践对我国学前教育的改革和发展起了十分重要的指导作用。80 年代初,我国社会生活中的拨乱反正给学前教育的发展提供了可能和机遇,全国范围内教育改革的大潮一方面推动了学前教育的发展,另一方面也给长期闭锁的学前教育工作者带来了理论与实践上的困惑。

在学前教育领域,适应与不适应、新观念与旧观念、我国的现状与世界的优秀成果等一系列的矛盾与挑战,都呈现在我国学前教育工作者面前。正当我国学前教育工作者处于争论、迷茫和困惑的时候,赵寄石教授从婴幼儿的特点、幼儿园的教育规律和以往学前教育的经验教训出发,结合她自己的学术理念,在

---

\* 此文作者系中国学前教育研究会名誉会长。

充分肯定各种理论和实践自身价值的同时,提出了对幼儿进行“综合教育”的构想,并亲自深入幼儿园将这一构想付诸实践。她的这一构想和实践引起了幼教界广泛的注意和思考,也触动了幼教改革中实质性的问题,引起从理论到实践、从办园宗旨到幼教工作者的素质等等一系列问题的回顾、反思,引发广大学前教育工作者去思考为什么要改革、改革是什么、如何改,从而遏止了形式主义的泛滥,促使幼教改革向健康的方向发展。赵寄石教授关于幼儿综合教育的思想和实践,对我国的学前教育改革起到了导航的作用。

改革开放之初,走出国门这一举措对幼教界来说是一个严峻的挑战。由于语言交流的障碍或年龄的限定,我们失去了不少出外学习、考察的机会。80年代初,联合国儿童基金会资助中国培训幼教师资的项目,南京师范大学以其具有雄厚幼教师资力量的优势被选作第一期合作项目的承担者。当组团出国考察时,赵寄石教授便成为考察团成员之一。她抓住机遇,以语言的优势,广泛地与受访国沟通,充分吸收各方面的信息,深入、细致地观察受访国的学前教育实践,加深了我国与国外学前教育同行的交流,为进一步对外交流作了准备,同时也为我国学前教育的改革从理论上创造了条件。此后,赵寄石教授在一系列对外合作和交流的学术活动中,都发挥了重要的作用,为我国与世界学前教育界的学术交流作出了贡献。

赵寄石教授有着宽广的学术视野。她不仅关注着学前教育领域,也关注整个教育领域的改革和发展;她还关注与教育有关的许多学术领域,如心理学、社会学、生态学及马克思主义关于人的发展的学说。对皮亚杰儿童发展理论和布朗芬·布伦纳人类发展生态学理论的借鉴及其在学前教育理论和实践中的运用,充分体现了赵寄石教授的学术眼光和理论向实践的转化能力。在对学前教育领域的探索中,赵寄石教授并不仅仅局限在

某一点或某一个方面,她的学前教育研究从3~6岁扩展到0~6岁,从正常儿童到特殊儿童,从城市延伸到农村,从婴幼儿的机构教育扩展到家庭教育,从对儿童的教育到对师范生的教育,从宏观的理论问题深入到微观的具体操作……这些课题她都有计划、分阶段地认真探索、研究、实践、论证。她一贯主张高等师范院校的幼教教学应与幼教科研紧密结合,引导教学人员与幼儿园、托儿所的实际工作者在共同工作中合作、互动,探索理论与实践的结合点,深化实践,同时不断补充、完善和提升理论,逐步形成具有现实针对性的、有中国特色的学前教育理论。我相信,赵寄石教授的这本书,会给幼教工作者许多启迪与思考。

赵寄石教授给人的印象是一位谦祥和、海人不倦、政治责任心很强的学者和朋友。她热爱儿童,关心教师,与她相处,常能使人感到其内心有一股“爱的奉献”的暖流。她常能引导、帮助年轻人,注重培养年轻人的爱心、责任心和奉献精神。她提出并实施的高师学前专业年轻教师必须到幼儿园工作一段时间的主张非常有价值。她不顾古稀之年,深入实际,身体力行,笔耕不辍,不停地探索、研究,这就是她取得累累硕果的原因吧!20年来,她为中国幼教事业的发展作出了很大的贡献,给我们留下了宝贵的精神财富。我们要学习她的十分可贵的敬业精神和开拓精神。

## A Woman Dedicated to Preschool Education \*

*It* is a great event in the educational circles that Professor Zhao Jishi's manuscripts on preschool education are coming out at the turn of both the new millennium and the new century. These manuscripts are not only the fruits of her nearly twenty years of probing, researching and innovating in the field of preschool education, but also her reflections on and contributions to the theories of preschool education and their applications. So, these manuscripts show her academic achievements and her 20 years of new life, the publication of which will surely bring new invaluable wealth to the treasury of preschool education.

China's preschool education was developing rapidly during the last 20 years, with dimensions expanded greatly and the qualities improved remarkably. But the path of this development was not smooth. In fact, it was tortuous and often confused. In this period, Professor Zhao's ideas and teaching experiences played a guiding role in reforming and developing China's preschool education. In the 1980s, the movement of 'setting wrong things right' in China brought lots of opportunities to the development of preschool education. The movement of educational reform throughout the country also pushed the development of preschool education, and brought theoretical and practical problems to

---

\* 本文为“辛勤的耕耘”的英文稿,由余强博士翻译。

preschool educators. In this field, scholars and practitioners were facing many great challenges including how to adapt to the changed and changing society, how to solve the contradictions between the new ideas and the old ones, and between the reality of China and the advanced experiences of the Western World. Therefore, it was a period of debating, puzzling and confusing. During that period, however, Professor Zhao put forward the idea of comprehensive education, which was based on the developmental theories of young children, the pedagogical principles of kindergartens, the past experiences and lessons about preschool education, and also her own theory and her critical summaries of others' theories and practices. Meanwhile, Professor Zhao herself applied the idea of comprehensive education into practice. Since her idea and practice touched upon the key problems concerning the reform of preschool education, they attracted great attentions and triggered people's reflections, theoretical or practical, on such problems as the aims of kindergartens, the qualifications of teachers, and so on. Thus, preschool educators at that time were directed to think about more realistic questions such as why to reform, what to reform and how. Consequently, the formalistic working style, which was still prevailing at that time, was limited by Zhao's efforts to a great extent. Therefore, Professor Zhao's theory of comprehensive education and its applications played an influential role in guiding the reform of China's preschools to a healthy direction.

At the early time of China's reform and opening to the outside world, to visit foreign countries was a serious challenge to the scholars of preschool education. Because of language barrier or because of age, we lost many opportunities to go abroad to observe and study. In the early 1980s, a project was sponsored by UN-



ESCO to help China to train preschool teachers. Since Nanjing Normal University was well staffed, it was selected as the undertaker for the first round cooperation programs. When the first investigation team was organized to visit abroad, Zhao was a member of that team. With a good command of English, Zhao took every opportunity to communicate widely with the countries visited. She made great effort to collect information and to observe the practice of preschool education in the concerned countries, the mission increased the communications between China and the outside World and also paved the way for further communications. On the other hand, this kind of communications was a theoretical preparation for reforming our country's preschool education. Since then, Professor Zhao played an important role in a series of activities concerning cooperation and academic communication between China and the other countries. Thus, she contributed a lot to the academic communications between Chinese scholars of preschool education and their foreign colleagues.

Professor Zhao's knowledge base is very wide. She gives her attention not only to preschool education, but also to the development and reform of the whole educational system. Her interest covers many areas that have connections with education, including psychology, sociology, ecology, and Marxist theory on human development. In particular, she critically adopted the rational elements of Piaget's developmental theory and Brown's ecological theory of human development, and based on them, she constructed her own theory of preschool education to guide everyday activities in the field. From here, we can see her unique academic insight and her great talent in putting theories into practices.

In the research of preschool education, Professor Zhao does not limit herself to a narrow scope. On the contrary, her research ar-

eas are extended from '3—6' to '0—6', from normal to special children, from cities to rural areas, from preschool institutions to families, from education of children to training of preschool teachers, and from macro theoretical problems to micro practical operations. In all these areas and with a step-by-step plan, she is always engaged in probing theories and in examining the theories by practices.

Professor Zhao advocates that university teachers should combine their teaching with research. Thus, those specialized in preschool education should collaborate with the practitioners at kindergartens and nurseries, both sides should work together to explore the ways to unite theories with practices. In this way, both scholars and practitioners, or both theories and experiences will be benefited from each other. As a result, a theory of preschool education based on China's realities and thus with Chinese characteristics will be developed step by step. I believe that the present book by Professor Zhao will bring some edification and reflections to those working in the field of preschool education.

Professor Zhao is a scholar with a strong sense of social responsibilities. She is also a modest and easy-going friend who is always willing to offer instructions to others. To be with her, you can feel that she is really a woman dedicated to loving and caring the others. It is a pleasure for Professor Zhao to guide and help the young people. In fact, she pays great attention to cultivate a caring, responsible and dedicated young generation. Her idea that young teachers at normal universities should work in kindergartens for a period of time is very valuable, and it has been put into practice.

Though now at her 70s, Professor Zhao still keeps close touch with the grassroots. She never stops probing, never stops study-

ing, and never stops writing. This might be the main reason why she has achieved so much. During the last 20 years, she has made great contributions to the development of our country's preschool education, which have impressed us so deeply. She loves her job deeply, always working creatively and with very high commitment, this kind of spirit is what we should learn from her.

# 目 录

最快乐的事业(代前言) .....	( 1 )
-------------------	-------

## 学前教育考察

出国考察报告 .....	(25)
美国幼儿教育的特点 .....	(32)
澳大利亚童年早期工作协会 第十七届全国年会情况报告 .....	(36)
参加早期保育与教育国际专家会议的报告(英文) .....	(49)
1986 年巴黎国际幼教会议介绍 .....	(54)
从世界幼教发展趋势看我国幼儿教育的改革 .....	(67)
独生子女时代的挑战(英文) .....	(77)
幼儿的未来 ——提高生活质量的挑战(英文) .....	(80)
迎接未来对儿童的挑战 .....	(88)
回顾与展望 ——为提高中国幼儿的生活质量而努力 .....	(92)
出席国际幼教会议的经验 and 启示 .....	(98)
中国的幼儿教育(英文) .....	(108)
世界幼儿教育发展趋势 .....	(118)

## 学前教育学科建设

为建立具有我国特色的幼教科学努力奋斗 .....	(129)
--------------------------	-------

重新思考学前教育专业·····	(140)
我国幼教科研发展的回顾与展望·····	(152)
为建立具有我国特色的学前教育理论体系 而努力奋斗·····	(158)
陈鹤琴是我国幼儿教育科学研究的奠基人·····	(163)
迎接我国幼儿保教发展新阶段·····	(169)
中国学前儿童保教系统工程的思考·····	(174)
90年代高师学前教育专业面临的挑战·····	(178)

### 学前教育基本理论

游戏是开发婴幼儿智力的教育措施·····	(187)
尊重孩子究竟意味着什么·····	(190)
让孩子做学习的主人·····	(195)
创造性游戏和创造型人才·····	(198)
喜看农村幼教新形势·····	(201)
从“社会化”的角度看当代我国幼儿教育的特点·····	(205)
幼儿教育改革从何处入手·····	(208)
面向全体,把每个孩子教育好·····	(213)
怎样处理好入园教育中的几个问题·····	(218)
寓教育于一日活动中·····	(224)
充分发挥大自然的陶冶作用·····	(228)
重视和发展社区幼儿保教工作·····	(231)
正规与非正规的托幼组织相互促进、共同发展·····	(235)
顺应发展规律,进行早期教育·····	(239)
现代化的幼儿教育是面向未来的教育·····	(245)
优化 21 世纪人才的早期奠基工程·····	(250)
学会生存,学会学习,学会关心·····	(255)
爱护生命,珍惜资源·····	(265)

## 学前教育课程

挖掘幼儿智力潜力,促进幼儿智力发展 .....	(289)
发挥幼儿积极性、主动性、创造性	
与教师主导作用的关系 .....	(299)
论幼儿园教育结构 .....	(307)
论幼儿园教育结构(英文) .....	(317)
谈谈幼儿园教育评价 .....	(330)
论幼儿园课程改革 .....	(335)
论幼儿教师的主导作用 .....	(343)
幼儿园课程研究的回顾与展望 .....	(352)
“幼儿园综合教育课程”讲座 .....	(361)
幼儿园综合教育课程中的教育过程 .....	(391)
学前教育课程发展行动研究法	
——一种适合国情的幼教研究方法 .....	(400)
农村学前一年综合教育课程 .....	(408)
西方现代理论对农村学前综合教育课程设计的启示 .....	(423)
农村学前一年综合教育课程(英文) .....	(431)
幼儿园综合教育十年研究的学术价值 .....	(437)
谈谈教育观念向教育实践的转化 .....	(444)
幼儿园课程设计和实施指导思想 .....	(450)
托儿综合教育课程介绍 .....	(458)
建立幼儿园持续发展机制 .....	(478)
幼儿园教育中的人际互动	
——保教目标向幼儿发展转化的关键 .....	(483)
立足实践,更新观念,促进幼教改革持续发展 .....	(489)

## 学前儿童语言发展与教育

参加幼儿语言教学大纲研究的几点做法和体会·····	(495)
幼儿园语言教学法课程改革的初步尝试·····	(502)
从心理语言学的角度看婴幼儿的语言教育·····	(506)
儿童言语交际技能的研究·····	(517)
语言的性质和作用·····	(528)
试论口头语言向书面语言的转换·····	(535)
学前儿童语言教育的基本观点·····	(542)
学前儿童语言教育的目标·····	(553)
谈谈幼儿园的“英语热”·····	(570)
再谈幼儿学英语·····	(573)
幼儿英语教育活动的设计与组织·····	(577)

## 学前儿童家庭教育

家庭教育小议·····	(587)
育儿之道·····	(605)

## 附 录

事业之石·····	严兢(627)
幼教领域里的探索者·····	郝和平(634)
夕阳的柔辉洒向每一棵小草 ·····	肖燕、何舟(638)
春风再度夕阳红·····	彭曼青(645)

# Contents

The Happiest Career .....	( 1 )
---------------------------	-------

## **Development in preschool education**

Report on Visiting Abroad .....	(25)
Characteristics of American Early Childhood Education ...	(32)
Report on Participation in 17th National Annual Conference of Australian Early Childhood Association ...	(36)
Report on Participation in ECE International Expert Meeting .....	(49)
Report on International Early Education Meeting in Paris, 1986 .....	(54)
Looking at Early Education Reform in China from World Early Education Trends .....	(67)
Challenges from a Generation of Only Children .....	(77)
Futures of Children	
—A Challenge to Better Quality of Life .....	(80)
Facing Future Challenges to Children .....	(88)
Look Back and Look Ahead	
—Raise Children's Life Quality in China .....	(92)
Experiences and Inspirations from Attending International Early Education Meetings .....	(98)
Early Childhood Education in China .....	(108)
World Early Education Trends .....	(118)

## **Building preschool education as a scientific field**

Form Scientific Early Education with Chinese Characteristics .....	(129)
--	-------



Rethinking on Preschool Education Specialty .....	(140)
Retrospect and Prospect in Research	
on Early Education in China .....	(152)
Building a System of Early Education Theory	
with Chinese Characteristics .....	(158)
Chen Hegin Was the Founder	
of Early Education Research in China .....	(163)
Meeting New Developments of Early Care	
and Education in China .....	(169)
Thinking on Forming a Preschool Care and Education	
System in China .....	(174)
Challenges to Preschool Education Specialty	
in Normal Universities in 1990s .....	(178)

### **Basic theory of preschool education**

Play is the Way to Intellectual Development for	
Young Children .....	(187)
What Does It Mean to Respect Children .....	(190)
Let Children Be Master of Learning .....	(195)
Creative Play and Creative People .....	(198)
New Development of Early Education in Rural Area .....	(201)
Looking at Early Education in China from "Socialization"	
.....	(205)
How to Start Reform in Early Education .....	(208)
Face Whole Group, Educate Every Child .....	(213)
How to Handle Such Problems	
in Kindergarten Education .....	(218)
Imply Education in Daily Activities .....	(224)
Fully Develop Favourable Influence of Mother Nature ...	(228)
Pay Attention to Development	
of Community Early Care and Education .....	(231)