

游戏与儿童早期发展

Play and Early Childhood Development

第二版

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当代学前教育译丛

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Gopnik, A., and P. 1988. Knowing how you know: Young children's ability to identify and remember the sources of their beliefs. *Child development* 59:1366-71.

「美」约翰逊 等编著

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《当代学前教育》译丛

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总 序

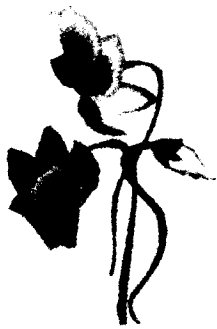
由华东师范大学学前教育专业的部分教师和研究生翻译、华东师范大学出版社出版的《当代学前教育》译丛,成为了近年来由华东师范大学出版社出版的系列教育学和心理学译丛中的一套,也成为了我国学前教育领域中的第一套学术性译丛,这是一件很有价值的事。

近些年来,在世界范围内,学前教育受到了人们的广泛关注,这与人们对脑研究的新发现以及对早期儿童潜能开发的新认识有关联,也与世界各国政府着眼于通过早期儿童教育的途径有效地解决社会关注的问题有关联。那种长期以来只是将学前教育看作是为解决职业妇女的就业问题、或是为儿童入小学做好准备等传统的观点,已被新的认识逐渐替代。

作为教育范畴内的一个学术领域,学前教育与教育学的其他领域既有共同关注的问题,也有其自身独特的问题。为早期儿童提供教育的看法,世界各国的学者们会由于社会文化、学术视角等方面的不同而存在差异,这些差异可以让研究学前教育的人们去比较、去思考、去对话、去回应;可以让他们更全面、更深刻、更辩证、更理性地去理解学前教育的意义。

这套译丛为读者提供了国外的一些学者从他们自身的视角出发所论述的有关学前教育的各种问题,其中有关于社会文化背景与学前教育的问题,有关于学前儿童发展与教育的问题,有幼儿游戏的问题,有关于托幼机构课程与教学的问题,等等。

说实在的,从众多的国外有关学前教育的学术专著中为这套译丛遴选译作,实在不是一件容易的事,难处不仅在于有些学术专著



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虽已被选中,却无法获得版权,还在于有些颇具学术影响的专著已被港、台地区的出版社捷足先登,抢先译出。在遴选过程中,我们常常深感遗憾,却又十分无奈。但是,在遴选过程中,我们仍然严格把握标准,这个标准是“求新”,是力求能使这些译作对当今我国的学前教育改革与发展产生启示和影响。

不少人都告诫我们,翻译是一件最不讨好的事,因为翻译一部学术著作,不仅需要外语底蕴,而且还要能够把握有关的学术背景。我们也认识到十分到位的翻译是有难度的,但是我们不能因为有难度而放弃。这套译丛的翻译工作,是在教师们从十分繁忙的教学和科研中抽出时间的情况下完成的,是在研究生们积极参与的情况下完成的,他们的求实态度和刻苦精神足以弥补翻译中所存在的不足。

本套译丛被列为教育部人文和社会科学重点研究基地华东师范大学基础教育改革和发展研究所的研究项目,也是上海市重点学科“学前教育学”研究项目。

我们衷心希望读者能不吝指教,帮助修正。我们也衷心希望能有更多的有学术价值的学前教育译作及时问世。

朱家雄

中译本序言

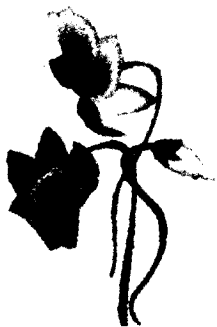
James E. Johnson 博士

2003年6月21日

我非常高兴能为《游戏与儿童早期发展》的中译本撰写一篇新的序言,同时也为此书能翻译给中国的读者而感到特别荣幸。

30多年来,我一直致力于儿童游戏以及成人在儿童游戏中所扮演的角色的研究。在这方面我所做的第一项研究工作始于20世纪70年代早期。当时我是位于密西根州底特律城的Wayne州立大学的一名研究生。我参与了Eli Saltz教授主持的一个研究项目,考察主题幻想游戏训练对贫穷家庭中的学前儿童认知发展的作用。同时,在Carolyn Shantz博士的指导下,我在先前研究项目的基础上完成了博士论文。它主要研究了幼儿的想象游戏、智力和创造性思维之间的关系,同时也考察了亲子之间的游戏互动和故事书的分享互动,对学前儿童智力、发散性思维任务的完成以及与同伴进行自发性游戏的影响。通过这些小规模的研究和许多学者多年来所做的其他研究,人们已经逐步认识到游戏对儿童发展所具有的重要性,以及家长和教师在支持和提高儿童游戏方面所扮演的角色。

通过这本书,我们试图将有关游戏和发展的研究和理论与早期教育的实践和原则联系起来。贯穿全书的三个重要观点是:(1)早期所进行的好的游戏是未来发展过程中将具有的积极功能的前奏(例如想象游戏是发散思维的前兆);(2)游戏是表达个体意愿和兴趣的一种方式,也是形成独特人格的一种途径;(3)游戏是连接自己与他人,获得社会自我感,成为社团成员的一种途径。



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此外,本书一直围绕四大问题展开讨论。第一章通过各种有关游戏的理论、观点和定义,试图回答什么是游戏这个复杂的问题。第二章则围绕什么是好的游戏这个问题展开讨论,该章引用相关的研究理论探讨了游戏与各种行为以及与儿童各个发展领域的关系。本书前半部分的其他章节则分别讨论了游戏的发展(第三章)、个体差异(第四章)、文化与社会阶层因素(第五章),以及在治疗、住院和特殊教育情形下的游戏干预(第六章)。

本书的后半部分则重点讨论另外两个主题,即“什么是好的游戏”和“成人如何促进儿童的游戏”。第七章阐述了有关游戏干预技巧和促进策略的研究。第八章讨论了游戏的评价方法。第九、十章分别对游戏的室内环境与户外环境进行了阐述。本书的最后一章则集中探讨了游戏与课程,特别是读写能力的启蒙教育的问题。总之,我们试图通过本书对各种复杂的游戏研究领域作出准确的概述,并尽力公平合理地对待各种难以给出明确答案或不能为实践工作者、决策者提出现成解决方案的争议性问题。

这是本书的第二版,第一版总结和整合了有关游戏的各种研究。自1987年第一版以来,到1999年第二版面世至今,有关游戏、儿童发展以及早期教育方面的研究取得了稳步的进展。不仅出版了许多类似的教材,而且在高等教育中也开设了许多有关儿童游戏与发展以及与早期教育的新课程。同时也先后成立了好几个专业机构致力于研究儿童游戏,如国际性的“永存的游戏”(playing for keeps),以及“游戏、政策与实践”和全美幼教协会特别兴趣论坛等。

多年来,各个国家不同学科的人们花费了大量的时间、精力和资源,试图促进人们对有关游戏、儿童发展、早期教育的理论与实践的观点和研究结果进行理解与交流。目前这种浓厚的兴趣不仅没有减退,反而有可能继续增强。这是因为我们正试图让21世纪的新一代成为“双元文化人”——既是全球公民又是某一特定区域文化的公民。

游戏既是儿童时代的通用语言,又体现了每一种文化各自的特点。游戏作为人类特有的一种语言,具有两重语义,即它既是一种交流方式,又是关于交流的一种说明。作为一种交流方式,游戏表现了不同文化中十分相似的载体功能;同时,它也反映且表达了某

一特定文化中的游戏内容是一种文化的隐喻,是可以在特定文化群体内定义或理解的信号。通过收集、分解、整合和利用世界各地的游戏研究,我们希望能够更好地理解游戏的这两重意义,以及彼此间的关联性。当然,我们明显地体会到了游戏的文化差异,但是我们也充分了解了游戏过程中所潜伏的共同特征,例如游戏的流动性、自发性以及形式的多样化。无论是纯粹的儿童游戏,还是被成人利用以期达到其他目的的游戏(例如,有关教育、治疗或发展的目的)都能帮助儿童更好地面对未来的挑战与困难,包括在21世纪成为双元文化人(例如,整合了全球公民身份又具有特定文化身份的自我感)。

确实,儿童的游戏既具有其自身的目的,又是实现其他目的的途径。正如在考察儿童游戏时,要避免民族优越感,去认可和理解文化的差异性和相似性一样,避免成人中心主义也相当重要。我们必须尽力从儿童的角度去了解游戏。David Elkind (2003)最近区分了从成人的功能性角度看待儿童游戏和从儿童的体验性角度看待儿童游戏各自所具有的有利点。成人功能性角度就是以成人为中心,强调儿童游戏对成人具有的一些外在动机性作用,例如游戏可以帮助儿童做好上学的准备,或者学会如何进行分享与合作,或者控制冲动与调节情绪。在成人角度理解儿童游戏,并不是一种无效的或不适当的方法,但是它的作用十分有限。我们也必须将自己放在儿童的角度,尽力理解儿童在游戏时具有什么样的体验,我们必须努力这样去想象。对Elkind而言,这就是儿童经验视角。我们必须记住,根据Elkind的观点,对儿童来说,真正的游戏就是除了能带来快乐之外,没有任何其他目的。当参与游戏时,儿童处在一种特殊的自我状态,他们不需要担心成人如何评定他们,也不需要实现什么外在目标。他们只是处在一种快乐的游戏状态,没有上面这些事情来烦扰他们。当然,当儿童参与游戏时,他们可能也会实现其他一些成人定义的目标,如放松情绪或学习新的技能等,但是在游戏时,儿童的头脑中并没有这些目标。作为成人我们必须这样想,必须尊重儿童和儿童游戏,承认儿童同样是人这个事实。

最后,我向你们提出两个问题。第一,你为什么要读这本书?理由很多。可能是因为你选的课程要求你读这本书,也可能是你对

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这个就你来说比较新鲜的主题感兴趣。你也可能很喜欢孩子，希望本书能够帮助你更好地培养他们。无论你的理由是什么，你应该承认，在你做一件事情之前反思一下自己的动机是十分有益的。因此，在阅读本书之前你必须要了解你的阅读动机，你到底希望通过阅读这本书来获得什么呢？

第二，你应该怎样读这本书？从一开始我就建议，在你开始处理获得的有关一个较陌生的主题的信息时，应该“诉诸元水平”，即“思考你自己的想法”，对本书提出一些尖锐的问题，例如，你认为本书依据研究所作出的概括对你而言究竟是否令人信服或有效。从一种文化背景中提炼出来的有关早期教育的研究发现或建议，在另外一种文化背景中例如你所处的文化背景中是否合理？换言之，我建议当你认真地读这本书时，你要一直保持积极的状态，运用你自己的想象力，以一种“游戏”的心态对待书本的内容。学习和理解力的增强来自于认真而又“游戏”的态度。如果你抱着这种心态读这本书，我相信你从读这本书中获得的快乐和收益如同我和 Jim Christie 共同撰写它——我们自己的协作性建构性游戏形式——所获得的快乐和收益一样多。

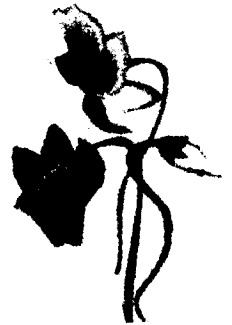
Preface

By James E. Johnson, Ph. D

[June 21, 2003]

I am very pleased to be asked to write a new preface for this Chinese translation of *Play and Early Childhood Development*, and I am honored by the fact that the book is being translated for readers of the most dominant language in the world.

For over thirty years I have been active in researching the play of children and studying the roles of adults in children's play. My first research investigations on these topics were conducted in the early 1970s as a graduate student at Wayne State University in Detroit, Michigan. I was involved in a research project led by Professor Eli Saltz which investigated the effects of thematic fantasy play training on the cognitive development of preschoolers from impoverished backgrounds. At the same time, under the supervision of Dr. Carolyn Shantz, I did my dissertation using an overlapping sample of research participants. My dissertation examined both the relationships among imaginative play and intelligence and creative thinking in young children, as well as the influence of mother-child play interaction and story-book sharing interaction on preschooler's intelligence and divergent thinking task performances and their spontaneous play with peers. From these studies in a small way, and many others over the years completed by many different researchers, has come



the growing recognition of the importance of children's play in development and the roles of parents and teachers in supporting and scaffolding children's play.

Through the pages of this book we have sought to relate research and theory devoted to play and development with early education practice and policy. Three major recurrent ideas that appear across the chapters are: (1) quality play in early childhood as a prelude to positive functioning later on in development (*e.g.*, imaginative play as a precursor to divergent thinking); (2) play as a way to express individual tastes and interests, a way of becoming a unique personality; and (3) play as a means of connecting with others, of achieving a social sense of self, becoming a member of a community.

In addition, four broad questions run throughout the text. Chapter one tackles the complex problem of trying to answer the question, "What is play?" Theories, concepts, and definitions of play are presented. Chapter two deals with the question, "What good is play?" Research is presented on the relation of play with a variety of behaviors and with a number of dimensions or domains of child development. Other chapters in the first half of the book are concerned with the development of play (chapter three), individual differences (chapter four), cultural and social class factors (chapter five), and play intervention in therapy, hospital and special education situations (chapter six).

The second half of the book addresses itself more to the remaining two thematic questions, which are: "What is good play?" and "How can we adults make it better?" Chapter seven is on research concerning intervention techniques and play facilitation strategies, with chapter eight on play assessment, and chapters nine and ten on indoor and outdoor environments, respectively. The final chapter concerns itself mainly with play and curriculum, with special attention to emerging literacy.

Overall, we have tried to convey accurate summaries of complex research areas. We have tried to present thoughtful and balanced treatment of difficult and controversial issues for which there are usually neither definitive research-based answers nor ready-made solutions for practitioners or policy-makers.

The present book is the second edition of the first text book ever published in the English language summarizing and integrating research in the field of children's play. Since the initial appearance of the pioneering *Play and Early Childhood Development* in 1987, through the second edition's appearance in 1999, and right up to the present time, there has been a steady rise in research productivity on play, child development, and early childhood education. Many other similar texts have been written; many new courses on children's play and development and early education have been developed and taught in higher education. Several new professional organizations devoted to the topic have been formed, such as the international *Playing for Keeps* and the *Play, Policy, and Practices* Special Interest Forum of the National Association for the Education of Young Children.

Over the years a great deal of time, energy, and resources have been expended across disciplines and across national borders trying to improve understanding and communication of ideas and findings pertaining to theory and practice on play, child development, and early education. The intense interest in this project seems unabated and is likely to grow in the future as we seek to prepare new generations of the 21st century to be "bicultural" — both global citizens and citizens of particular local cultures.

Play is the universal language of childhood. Play also represents the grammar of each culture. Play as a special language of the human species carries a two-fold semantic load — play is a form of communication and play is a statement about communi-

cation. As a form of communication, play expresses a carrier function that seems very similar across cultures; at the same time the content of play, which both reflects and expresses the particular culture, is a metaphor for a culture, a signal definable or comprehensible within that cultural community. With the production, dissemination, integration and utilization of play scholarship on a world-wide scale, hopefully we will acquire a better understanding of these two ideas standing side by side, in relation to one another. Surely we cannot help but be struck by cultural differences in play; yet we fully appreciate also the underlying universal qualities in the process of play, such as its fluidity, spontaneity and its changing and multiple forms. Children's play in its pure state, as well as when it is harnessed by adults for other ends (*i. e.* goals related to education, therapy or development) promises to help confront the challenges and difficulties of the unknown future, including being bicultural (*i. e.*, sense of selfhood combining a global identity plus a cultural identity) in the 21st century.

Indeed, children's play is both an end in itself and a means to other ends. Just as it is important to avoid ethnocentricity when viewing children's play, recognizing and appreciating cultural differences as well as similarities, it is likewise important avoid adult-centricity. We must try to take the child's point of view. David Elkind (2003) recently distinguished adult-functional versus child-experiential vantage points in viewing children's play. The adult-functional is adult-centric and emphasizes the utility of children's play for some ulterior motive that the adult possesses, such as play helps the child become ready for school, or to learn how to share and cooperate, or to control impulses and regulate affect. Adult-centric lens are not invalid or inappropriate ways through which to apprehend children's play; they are just very limited. We must also try to put ourselves in the shoes of the

children and try to understand what are their experiences when they are playing. We must strive to imagine this. For Elkind, this is the child-experiential perspective. We need to remember that for children, according to Elkind, what makes play genuinely play is that it has no other aim than the pleasure of the activity itself. When playing children are in a special state of being where they are not concerned about adult evaluations of them, or achieving an external goal. They are in a blissful state of play where such things do not matter. Of course, while playing they may be achieving other adultcentric goals, such as releasing tensions or learning new skills or values, but this is not what is on the minds of the children themselves. We must as adults think about this, and respect play and children with reinforced commitment to the reality that children are people too!

To conclude, I have two important questions to ask you. First, why should you read this book? There are many different reasons. One might be that the book is required reading for a course you are taking. Perhaps you are intellectually curious about the subject matter that may be new for you. You may love children and think this book may assist you in nurturing them for a brighter future. Whatever your reasons are don't you agree that it is helpful to reflect on your own genuine motivations for your actions when embarking upon a new undertaking. In reading this book what do you hope to accomplish, really?

Second, how should you read this book? From the start I suggest that you should "go meta", so to speak, and "think about your own thinking", as you begin to process new information about a topic that may be new for you. Ask critical questions of the text, such as how valid or well-founded generalizations from research studies seem to you. Are research findings or suggestions for early childhood practice set forth from within one cultural context reasonable in another cultural context, such as your own?

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In other words, I recommend that you stay active and use your imaginative powers and “play with” the book’s content, while you do your reading in earnest. Learning and growth in understanding comes from being very serious and very playful at the same time! If this is how you read this book, then I bet that you will enjoy and will benefit from studying this book to the same extent as the considerable degree to which Jim Christie and I have enjoyed and benefited from writing it together, our own form of collaborative constructive play!

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