

教育学博士文丛

我国基础教育课程 多样化研究

■ 段兆兵 著

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摘 要

社会经济的巨大转型和高速发展、多种价值取向并存的文化环境、我国教育政策的调整和教育观念的转变、教育科学理论的重大突破、世界基础教育课程改革的新趋势,以及我国基础教育课程存在的划一性问题,为我国基础教育课程多样化发展提供了背景。课程多样化一直是我国基础教育面临的一个重大问题,是我国基础教育改革要实现的目标,也是顺应世界课程改革基本趋势的需要。对课程多样化问题,我国的教育理论工作者从不同的视角进行了广泛的研究,取得了丰硕的研究成果。但也存在着理论研究薄弱、研究方法单一、文献资料分散和缺乏系统性等问题。

我国基础教育课程多样化指的是根据我国不同地区、学校、教师和学生特点,在基础教育阶段围绕教育目的所形成的课程的多种目标、多种内容、多种组织方式和评价方式等。课程多样化是一种课程理念、一种课程政策,是课程的常态和发展的基本趋势,也是解决课程划一性问题的方法。研究课程多样化问题,必须要处理好课程多样化与单一化、课程多样化与多样化课程、课程的多样性与选择性、课程多样化与个性化等多种关系。多样化的课程具有多元性、选择性、灵活性、适应性、人本性和整体性等特征。多样化课程的价值主要表现为:实现高水平教育质量,促进学生全面发展的教育学价值;科学地处理个别差异,促进每个

学生最大限度的发展的人本价值;促进课程权利的合理分享,推进社会的民主进程的社会价值;提高课程的适应性,促进多元文化发展的文化价值;弥补课程“漏洞”的课程价值。

我国基础教育课程多样化的探索经历了从旧中国的艰难探索、新中国初期对课程单一化的初步反思和多样化课程政策的初步确立、“文革”时期的非理性“变革”、改革开放以来的谨慎改革,到新时期的课程多样化观念的确立和政策启动的历史过程。并确立了“以学生全面发展为本”的课程理念,对多样化课程的探索也逐渐回归理性,使课程的多样化特征更加明显,多样化的课程基本形成。但也存在课程多样化简单地表现为课程门类的增多、课时量的增大、课程科类结构的不平衡、缺乏弹性、脱离学生的生活实际、现代精神欠缺、理论研究滞后、整合性较差与操作性欠缺等问题。

现代知识论、多元文化理论、多元智能理论、现代教育理论和学习理论为课程多样化建设提供了理论基础。对知识不断分化、融合趋势的适应、社会发展对课程的不同需求、课程对学生的个体差异性、巨大的地区差异性和发展的不平衡性的适应、不同课程理论与思想并存的观念环境,以及学校与教育形态的丰富性等构成课程多样化的实践诉求。

课程多样化主要表现为课程目标、课程内容、课程组织与实施方式,以及课程评价因素的多样化。

课程多样化的可行性是指课程多样化能否在实践中得以有效贯彻的一种特性。不论是从课程理论、实践,还是从课程本身的特点和性质来看,课程多样化都具有可行性。但课程多样化由于具有在实践中面临搁浅的危险性,具有沉痛的历史经验教训,也由于多样化课程本身的问题,因此存在非可行的可能性。推进义务教育和素质教育所提供的政策环境、课程改革奠定的实践基

础、经济发展创造的物质环境、教师教育准备的师资条件、现代教育技术发展提供的技术装备,以及课程研究方法的改进和课程制度的建立等成为课程多样化具有可行性的基本条件。但由于传统思想观念的束缚、课程管理体制固有的惯性、课程多样化非理性实践造成的恐惧心理、长期坚持“追赶模式”的局限性,以及我国特殊的教学时空条件等,使课程多样化的可行性受到制约。

课程多样化的实施应该从以下几个方面着手:一是观念转变,树立全面发展的课程价值观,扩大普通教育职能,以改革的精神推动课程多样化建设;二是制度建设,要建立课程多样化发展的有效制度和机制,特别要改革和完善教科书制度;三是结构优化,要从实质结构和形态结构两个方面进行改造,为课程多样化提供基础支撑;四是方法变革,要采用多种模式和方法,提高课程的适切性,提升“课程通达性”,恰当地实施教育分流,处理好个别差异,实现课程综合化,实行“小班化教育”与开设微型课程;五是环境优化,教育政策要关注大多数学生真实的学习,实现学校的现代转型,推动特色学校、特色班级建设,开发课程资源,实现教师教学活动方式的多样化。应该注意:课程多样化并不能解决所有的课程问题,不能以牺牲教学质量实现课程多样化,不能因为课程多样化而影响教育的公平,不能把课程多样化变成零碎的、缺乏整合的拼盘,课程多样化要循序渐进地推进,也不能把课程多样化看成是乏味的折中主义。

ABSTRACT

The transformation and development of social economy, the environment of multi-cultural orientations, the adjustment of educational policies and the change of educational view, the great breakthrough of educational theories, the new trend of basic educational reform in the world, the standardized problem of our country's basic educational curriculum build a context for the diversification development of basic educational curriculum in our country. Diversifying curriculum has been an important problem in our country's basic education, it's also an objective that we should realize in basic educational reform, and also is the needs to go tide of world basic educational curriculum reform. To this problem, our country's educational researchers have made extensively study from many perspectives, and made a great achievement. But there are many problems, such as the weakness of theoretical study, shortage in operating, single study methods, the lacking of systematic research and centralization of curriculum documents.

The variety of basic educational curriculum in our country refer to different curriculum objectives, contents, implementation and evaluation methods and styles, which are based on the educational goals according to characteristics of different areas, schools, teachers

and students. From the point of connotations, the diversification of basic education curriculum is a kind of curriculum ideology sense, policies, normal state, basic development trends, and an important method of solving standardized problem in our country's basic education curriculum. To study the curriculum diversification, we should completely deal with the relationships between curriculum diversification and standardized curriculum, curriculum diversification and diversified curriculum, curriculum diversification and selection, diversification and individualization. Diversified curriculum has characteristics of pluralism, selection, flexibility, adaptability, humanity and entirety. The values of diversified curriculum are manifested in many respects: the realization of educational quality of high level, the improvement of educational value of promoting student's overall development; the value of humanity of dealing with individual differences scientifically and promoting every student's complete development; the value of society of promoting curriculum right's rational sharing and improving democratic progress; the value of culture of improving curriculum's adaptability and promoting multi-cultural development; the value of curriculum of remedying curriculum loopholes and promoting curriculum's values itself.

To the exploring of basic educational curriculum diversity in China, we experienced a process from difficult exploring in old china, the reflecting of single curriculum and the building of the curriculum diversity at the initial stage of the found of People's Republic of China, the irrational change in "great culture revolution" period, careful reform since opening up, to the initiation of new view of

curriculum diversity and curriculum diversity policies. The achievement of this exploring are as following: the view of overall development was established, the exploring was returned to rational, more diversity essences was formed, diversified curriculum had build up. But there are many problems, such as the add of subjects that curriculum diversification simply manifested, the increasing of teaching time, the unbalance of subjects, the shortage of curriculum's flexibility, the losing of student's living reality, the lacking of modern spirits, the backward of theories studies, the lacking of readjusting and operating characters.

The modern knowledge theories, the multi-cultural education theories, the theory of multiple intelligences, the modern theories of education and learning provided a theoretical rational for curriculum diversity construction. Curriculum diversity also rely on the reality which are the trend of classification and integration of knowledge, the societies' different needs to curriculum, the individual character's differences within students, huge differences and unbalance in developmental levels within areas, environment consisted by different views and thinking coexist side by side and different schools and education forms.

Curriculum diversity manifested to the varieties of curriculum's objectives, contents, styles of organization and implementation and evaluation's factors.

The feasibility of curriculum diversity is a kind of characteristic that the curriculum diversity should be implemented in practices. Whether rely on curriculum theory, practice or curriculum itself, curriculum diversity possesses feasibility. But it also possesses

infeasibility owing to the curriculum diversity faced with the danger of laying aside, painful historical experiences and lessons, and the curriculum's problems itself. The policy environment provided by compulsory education and literacy education's promoting, the practice foundation built by curriculum reform, the material foundation from economic development, teachers prepared by teacher education, the technical equipment provide from modern educational techniques, the improvement of research methods and rules and regulations becomes basic conditions for curriculum diversity's feasibility. Traditional perspectives, administer system's tendency, fearful psychology created by irrational curriculum change, confined limitations persistent in "run after model", and special classroom conditions are becoming barriers to feasibility of curriculum diversity.

To build curriculum diversity, we should make an effort in following steps: first, to change our ideology, which need us to promote curriculum diversity according to the education value of all-round development, to extend functions of basic education with spirits of reform. Second, to build rules and regulations, which need us to set up effective rules and mechanism, especially the rules of textbook's releasing. Third, to optimize structure of curriculum, which need us to optimize curriculum' substance structure and form structure. Fourth, to change our methods, which need us to use in various kinds of models and methods, to improve curriculum adaptability and accessibility, to deal with the education diversion and individual character differences appropriately, to realize curriculum integration, to carry out small class education and offer

mini-course. Fifth, to make environment optimize, education policy should pay attention to whole students' rear achievements, to make schools' modern transformation, to construct characteristic school and class, to improve and optimize curriculum exercise structure, to exploring curriculum resources, to realize the variety of teachers' instruction methods. We should realize: curriculum diversity cannot solve all problems of curriculum; we also should not realize curriculum diversity by giving up educational quality and equality of education, we should not make the curriculum diversity become the fragmentation and disintegration, we should not regard the curriculum diversity as tasteless' eclecticism.

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