

大班幼儿语音意识发展的问题及策略研究

摘要

语音意识自 20 世纪 80 年代被提出以来广受研究者的重视,是元语言意识的一部分。许多研究发现语音意识不仅可以帮助幼儿感受、理解和处理他人所发出的声音,而且与儿童的字词认知和阅读能力方面的发展密切相关。目前,研究者们大多研究语音意识与其他语言技能的影响,年龄段研究比较笼统,发展问题方面的研究相对欠缺。于此同时大班时期是语音意识稳定发展的时期,也是幼儿为即将步入小学之后的学习打好基础的关键时期。因此本研究在已有研究的基础上主要探究和发现大班幼儿语音发展的问题并探讨出教师及家长应如何应对的指导策略。

为了解目前大班幼儿语音意识发展的真实水平和问题,研究者主要采取的是问卷调查法,在此基础上结合访谈法,从幼儿自身与语音标准与否、幼儿的读写训练情况以及家长和老师对待幼儿语音意识的影响及态度等多个方面进行总结阐述。

研究者对借助两种调查方法获得的信息进行总结分析后得出以下结论:①大多数大班幼儿能够准确地感知他人发音的强度、停顿信息等,但是有 68.67%的大班幼儿偶尔会出现语音发音错误的现象,目前大班幼儿的语音意识发展存在四方面的问题:语音记忆与表征存在误差、表达性词汇量和句子积累不足、对他人语音持续性感知不到位。②大部分大班家长能够做到鼓励幼儿用正确的语音表达自我,但是对于幼儿语音意识的积极影响还有待提高,家园合作不够稳定。

关键词: 语音意识; 大班; 发展问题; 指导策略

**A study on the problems and Strategies of the
development of children's phonological awareness in
large class**

ABSTRACT

Phonological awareness, as a part of metalinguistic awareness, has been widely valued by researchers since it was proposed in 1980s. Many studies have found that phonological awareness can not only help children to feel, understand and deal with the voice of others, but also is closely related to the development of children's word recognition and reading ability. At present, most researchers study the influence of phonological awareness and other language skills. The research on age group is relatively general, and the research on development issues is relatively lacking. At the same time, the large class period is a period of stable development of phonological awareness, and also a critical period for children to lay a good foundation for learning after entering primary school. Therefore, on the basis of the existing research, this study mainly explores and finds out the problems of voice development of large class children, and discusses how teachers and parents should respond to the guidance strategies.

In order to understand the real level and problems of the development of children's voice awareness in large classes, the researchers mainly adopt the questionnaire survey method. On this basis, combined with the interview method, they summarize and elaborate from the aspects of children's own and voice standards, children's reading and writing training, parents and teachers' influence and attitude towards children's voice awareness.

After summarizing and analyzing the information obtained by two kinds of investigation methods, the researcher comes to the following conclusions: ① most of the children in the large class can accurately perceive the intensity and pause information of others' pronunciation, but 68.67% of the children in the large class occasionally make mistakes in pronunciation. At present, there are four problems in the development of the children's pronunciation awareness in the large class: the existence of pronunciation memory and representation Errors, inadequate expressive vocabulary and sentence accumulation, and inadequate awareness of the sustainability of other people's voice. ② Most of the parents can encourage children to express themselves with correct voice, but the positive impact on children's voice awareness needs to be improved, and the home cooperation is not stable.

Key Word: Voice awareness; Large class; Development issues; Guidance strategies

以上内容仅为本文档的试下载部分，为可阅读页数的一半内容。

如要下载或阅读全文，请访问：

<https://d.book118.com/018141117022007001>