

题目：大班美术活动中教师指导策略及其问题研究

摘 要

《幼儿园教育指导纲要（试行）》指出，对幼儿艺术领域的教育要重点引导幼儿亲近自然中的美，激发他们表现与创造美的情趣。在活动中要争取为每个幼儿创造展示自己的机会，鼓励并尊重幼儿积极大胆的自由表述。美术活动是艺术领域的一个重要分枝，有较高的美学价值与教育意义，教师在活动中的指导方式对幼儿创造美、表现美有着较大的影响。

本文主要通过观察、问卷调查和参考文献的方法来收集资料，观察大班教师在美术活动中的指导策略并分析其存在的问题。从教师在美术活动中的指导方式、教育内容以及影响教师的指导因素三方面进行探究，力图将教师的指导情况进行客观分析。经调查发现，教师的指导策略存在问题：以教为主，幼儿自我探索不够；包办代替现象；偏重一种活动形式；美工材料使用不够丰富。究其原因主要是：因为教师看重幼儿技能技巧的学习；过于注重活动结果的呈现；自身专业素养不足；以及对美工材料的教育意义理解不够深刻，从而导致美术活动效率的低下。经过以上问题的调查，笔者研究思索，在大班幼儿美术活动中教师可以从：鼓励幼儿积极探索；适当干预，把握教育时机；开展多种多样的活动形式，以及提供多种材料供幼儿自主选择等，从多个层面去有效改善和指导幼儿美术活动，使其美术活动更具成效。

关键词：大班，美术活动，指导策略

Abstract

The "Guidelines for Kindergarten Education (Trial)" pointed out that education in the field of children's arts should focus on guiding children to be close to the beauty of nature and inspire them to express and create beauty. In the activity, we should strive to create opportunities for each child to show himself, and encourage and respect the children's active and bold free expression. Art activities are an important branch of the art field, which has a high aesthetic value and educational significance. Teachers' guidance methods in the activities have a greater impact on children's beauty creation and performance.

This article mainly collects data through observation, questionnaire survey and reference methods, observes the guidance strategies of large class teachers in art activities and analyzes their existing problems. Inquire into the teacher's guidance methods in art activities, educational content, and the influencing factors of the teacher, and try to analyze the teacher's guidance objectively. The survey found that the teacher's guidance strategy has the following problems: teaching mainly, the children's self-exploration is not enough; arranged substitution phenomenon; focus on a form of activity; the use of art materials is not rich enough. The main reasons are: teachers pay attention to the learning of children's skills and skills; pay too much attention to the presentation of activity results; lack of professional literacy; and insufficient understanding of the educational significance of art materials, which leads to the inefficiency of art activities. After investigating the above issues, the author studies and thinks that teachers in large-scale children's art activities can encourage children to actively explore; properly intervene to grasp the timing of education; carry out a variety of activities and provide a variety of materials for children to choose independently, etc. To effectively improve and guide children's art activities from multiple levels to make their art activities more effective.

Key words: big class, fine arts activities, guiding strategies

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