

幼儿园语言教育活动“小学化”的现状调查

摘 要

近年来，幼儿园保育教育水平不断的提高，但是一些幼儿园违背幼儿的身心发展规律和认知特点，提前教授小学内容、强化知识技能训练，“小学化”倾向严重，引起教育界的重点关注。对此，我国各教育部门发布一系列有关政策，但只在部分幼儿园得到成效，一些幼儿园仍未得到改善。那么就要深入考察现在幼儿园的现状，分析导致这一现状的原因，最终提出具体有效的解决策略，才能从本质上解决问题。

本论文通过我在 A 幼儿园四个月的实习和在 B 幼儿园的见习观察，调查，采用文献分析法、访谈法、观察法等对大理市两所幼儿园的教育教学现状、原因进行研究分析。在研究中发现幼儿园的教学活动目标、教学活动课程、教学活动评价都存在“小学化”的现状，究其原因是因为幼儿园园内园外各方面因为造成的。所以，针对幼儿园教育“小学化”这一问题，笔者从幼儿园教师、幼儿家长、教育主管部门等多角度提出解决策略。

关键词：幼儿园；幼儿语言教育；“小学化”

Kindergarten language education activities "primary

ABSTRACT

In recent years, kindergarten childcare education level has been improving, but some kindergartens contrary to the physical and mental development of young children and cognitive characteristics, in advance to teach the content of primary school, strengthen knowledge and skills training, "primary education" tendency is serious, causing the education sector to focus attention. In this regard, China's education departments issued a series of relevant policies, but only in some kindergartens have been effective, some kindergartens have not been improved. Then we should go deep into the current situation of kindergarten, analyze the causes of the status quo, and finally put forward concrete and effective solutions, in order to solve the problem in essence.

This paper uses literature analysis, interview method and observation method to study and analyze the current situation and reasons of education and teaching in dali city two kindergartens. In the study, it is found that the teaching activity objectives, teaching activity curriculum and teaching activity evaluation of kindergartens all exist in the current situation of "primary education", the reason is due to the kindergarten garden outside the garden due to various aspects of the cause. Therefore, in view of the kindergarten education "primary education" this problem, the author from kindergarten teachers, parents of young children, education authorities and other aspects of the solution strategy.

Key Words: kindergarten; Primary; "primary education"

第一章 绪论

一、研究背景

（一）幼儿园教育“小学化”成为国家关注的重点

随着教育水平生活水平的提高，家长对教育越来越重视，幼儿园教育小学化也随之而来。近年，我们国家针对在幼儿教育发展中出现的问题积极采取各种改革和发展措施。先后颁布一系列纲领性文件，2012年教育部颁布《科学保教防止和纠正幼儿园教育“小学化”现象十不准》之后教育部正式印发《3—6岁儿童学习与发展指南》，2018年教育部办公厅发布《开展幼儿园“小学化”专项治理工作的通知》，文件更加细化，明确拼音、识字等小学课程内严禁幼儿园教授。纠正幼儿园教育方式，整治幼儿园教育环境等，禁止幼儿园教育“小学化”。

（二）幼儿园教育“小学化”的治理困境

卢梭的《爱弥儿》中指出：教育要和人身心发展的各个阶段一致，既不要超前也不能滞后。^①笔者发现幼儿园为了迎合家长需求变相的给幼儿教授小学的课程内容，各种“特色课”“启蒙课”堂而皇之代替着幼儿园五大领域的课程。在A幼儿园中一次老师在班上说她布置的作业很少，然后问一个幼儿：他上小学的姐姐作业是不是特别多，幼儿却说每次姐姐做好了他还没有做好作业。孩子们被老师严格要求安静端坐在教室听课、背书、做作业，下午放学回家还要完成老师布置的作业，使活泼好动的孩子在学习和作业中疲惫不堪，许多孩子有畏难情绪和厌学心理，这种“揠苗助长”的教育对幼儿的长远发展和身心健康产生了非常大的危害。虽然国家非常重视幼儿园“小学化”的问题，并且颁布了一系列严禁幼儿园“小学化”的政策和文件，但还在幼儿园还是存在教育“小学化”，理论和实践严重脱节，值得我们深思。

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