

边缘儿童的产生原因及其教育策略

摘 要

边缘儿童，是正常学前教育机构中，在情感和社会性等方面处境不良的、在一定程度上有别于普通儿童群体、有特殊需要的个别儿童，其边缘化主要表现为游离于群体之外、偏差行为、交往不畅、焦虑情绪。根据研究者的调查结果来看，边缘儿童产生的原因较为复杂，其中家庭教养方式、幼儿园环境、教师行为等是较为常见的因素。基于边缘儿童的不利处境及产生诱因，研究者认为家庭、幼儿园、教师都应在理念上改变对边缘儿童的认知，其中，家庭应该构建和谐的亲子关系、维护良好的家庭氛围、引导幼儿社会性交往；幼儿园则应加强教师培训，提高教师指导边缘儿童教育的专业素养，注重有利于边缘儿童发展的环境创设；教师则应在教育过程中以幼儿为本、构建和谐师幼关系、注重言传身教。只有家庭、幼儿园、教师群体的多方合作，才能真正改变边缘儿童的处境，使其有机会像正常儿童一样健康成长。

关键词：边缘儿童，边缘化表现，教育策略

Abstract

Marginal children are individual children with special needs that are in a bad situation in terms of emotion and sociality in normal preschool education institutions. Outside, deviation behavior, poor communication, anxiety. According to the investigator's survey results, the causes of marginal children are more complicated, among which family education methods, kindergarten environment, teacher behavior, genetic traits, etc. are more common factors. Based on the disadvantaged situation and incentives of marginalized children, researchers believe that families, kindergartens, and teachers should change their perceptions of marginalized children in terms of concept. Among them, families should build a harmonious parent-child relationship, maintain a good family atmosphere, and guide children's society Sexual communication; kindergartens should strengthen teacher training, improve the professional quality of teachers 'guidance for the education of marginal children, and pay attention to the creation of an environment that is conducive to the development of marginal children; Only the multi-party cooperation of families, kindergartens and teachers can truly change the situation of marginalized children and give them the opportunity to grow up healthily as normal children.

Keywords: Marginalized children, Marginalized performance, Dilute strategy

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