摘　要

学科教学知识(Pedagogical Content Knowledge, 简称PCK)是教师在教学中对某门学科的理解的知识。国内关于幼儿教师学科教学知识的研究主要集中于不同领域内学科教学知识的内涵、构成要素及影响因素。随着教师专业化的发展，有不少学者对不同领域的学科教学知识进行了个案研究，却鲜有对某一领域 PCK 能力提升的相关研究。幼儿园的数学教育是学前儿童形成数学思维的关键时期。因此，关注幼儿教师的数学 PCK 能力尤为重要。本研究采用文献法、观察法、访谈法，以大理市 Y 幼儿园为研究对象，对幼儿教师数学 PCK：关于学科内容的知识、教学策略的知识、幼儿的知识三个方面的现状及其 PCK 能力提升的情况进行探究。研究发现：在数学内容上，重视幼儿数学内容知识学习的经验准备，关注幼儿数学内容知识的衔接，注重幼儿的数学内容知识与生活经验的联系，重视幼儿数学内容知识学习后的练习。在数学教学策略上，注重目标的全面性，内容的选择与组织以幼儿的生活经验为起点，灵活运用教学方法。关于幼儿的知识，注重幼儿的整体认知水平,侧重幼儿数学思维的培养,基于幼儿深度学习基础上来发展幼儿的自主性的、探索性的学习。且 Y 幼儿园的教师这三种知识成分发展不均衡。分析表明：影响幼儿教师数学 PCK 能力的提升因素主要是职前学校专业化的学习和职后教学经验的积累。最后提出建议：1.完善幼儿教师数学内容知识结构；2.在数学活动实践中丰富关于幼儿的知识；3.建立专业共同体，实现教师的自主学习；4.完善在职培训制度，提高数学培训的针对性；5.实行“园—校合作”模式；6.教师开展与数学领域相关的行动研究。

关键词：幼儿教师；学科教学知识(PCK)；数学领域教学知识(MPCK)；能力提升

Research on the current situation of PCK ability improvement of preschool teachers in the field of Mathematics Education -- a case study of Y kindergarten in Dali City

ABSTRACT

Pedagogical Content Knowledge is the knowledge of teachers' understanding of a subject in teaching. Most of the domestic research on preschool teachers' Pedagogical Content Knowledge focuses on the connotation, constituent elements and influencing factors of Pedagogical Content Knowledge in different fields. Along with the development of teacher specialization, many scholars have carried on the case study to the Pedagogical Content Knowledge of different fields, but few have the related research to the PCK ability enhancement in a certain field. Mathematics education in kindergarten is the key period for preschool children to form mathematical thinking. Hence, it is particularly important to pay attention to the mathematics PCK ability of preschool teachers. This research uses the literature method, the observation method, the interview method, takes Dali city Y kindergarten as the research object, carries on the inquiry to the preschool teacher mathematics PCK： about the subject content knowledge, the teaching strategy knowledge, the young child knowledge three aspects present situation and the PCK ability enhancement situation. The research found that in mathematics content, we need pay attention to the experience preparation of children's mathematics content knowledge learning, pay attention to the connection between children's mathematics content

knowledge and life experience, and pay attention to the practice after children's mathematics content knowledge learning. In mathematics teaching strategy, pay attention to the comprehensiveness of the goal, the selection and organization of content take the life experience of young children as the starting point, and use the teaching method flexibly. On the knowledge of young children, we should pay attention to the whole cognitive level of young children, focus on the cultivation of children's mathematical thinking, and develop children's autonomous and exploratory learning based on children's deep learning. And Y kindergarten teachers these three knowledge components development is not balanced. Analysis shows that it affects the mathematics PCK of preschool teachers The promotion factors of ability are mainly the professional learning of pre-service schools and the accumulation of post-service teaching experience. Finally, some suggestions are put forward :1. Improve the knowledge structure of preschool teachers' mathematics content ;2. Enrich the knowledge about young children in the practice of mathematics activities ;3. Establish professional community to realize teachers' autonomous learning ;4. Improve the in-service training system and improve the pertinence of mathematics training ;5. Implement the "garden-school cooperation" model ;6. Teachers carry out action research related to the field of mathematics.

Key Words: Preschool teachers; Pedagogical Content Knowledge; MathPedagogical Content Knowledge; Capacity enhancement