

特邀演講 Featured Presentation

在教学目标分类理论指导下以儿童学阅读心理学假说为基础的
小学汉字教学和文言文教学

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本文从心理学角度阐明儿童如何学会不依赖口、耳辅助用眼睛（阅读中枢）独立看懂书面材料。以教学目标分类理论为指导，阐明小学儿童学习白话文基本阅读技能和文言文基本阅读技能过程中学生要掌握的是程序性知识。宏观教学设计（课标编制、教材编写）和微观教学设计（课时计划、单元备课）都要突出程序性知识地位，要严格限制陈述性知识份额，以免挤占程序性知识的学习时间。学生学会正确停顿、流利朗读，认识汉字，写会常用汉字，要掌握的都是程序性知识。小学语文教学效率低，就是在学习程序性知识的同时，附带了好多陈述性知识学习任务，这些没必要的陈述性知识学习任务缠住了学习的步伐，降低了学习效率。小学生书写按动作技能学习规律教。

This article illustrates how children learn to understand written materials independently from a psychological point of view, without the aid of mouth, ears and eyes (reading pivot). Under the guidance of classification theory of teaching objective, what pupils should master in learning vernacular Chinese and classical Chinese reading skills is procedural knowledge, which is what macro teaching program (curriculum aim formation, textbook compilation) and micro teaching plan (class hour teaching plan, lesson preparation) highlight. It is necessary to limit the share of declarative knowledge in order to avoid squeezing the time for procedural knowledge learning. Pupils learn how to pause correctly, read fluently, recognize and write Chinese characters, which are all procedural knowledge. The low efficiency of Chinese teaching in primary school owes much to many unnecessary declarative knowledge added to procedural knowledge learning. Pupil's writing ability should be trained according to the laws of motor skills.

關鍵詞：程序性知识、陈述性知识、学阅读、阅读、认字

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