

# 幼小銜接中課程與教學的問題與因應策略效果之研究

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## 摘要

本研究在探討有關幼小銜接中課程與教學的相關問題與因應策略的實驗教學效果，共有三項研究目的：

- 一、了解目前幼托園所大班學童在進入國小就讀時，因「課程與教學」上的不同，而產生在學習與生活適應上的各項問題；綜合文獻分析，據此以九年一貫課程為基礎，提出課程與教學問題上的因應策略，進行銜接適應的教學方案設計。
- 二、針對現行小一課程，結合「幼小銜接課程與教學因應策略」，進行實驗教學，以評估此教學方案的可行性與有效性。
- 三、依據實驗教學之結果，提出適切可行的「幼小銜接課程與教學因應策略」，以提供教育行政主管機關、幼托園所及一般國民小學低年級教師，有關幼小銜接相關問題與政策上之參考。

本研究結合質性研究的文獻資料蒐集、教師訪談、教學歷程觀察、文件分析法與量化研究的問卷調查法、實驗研究法，進行幼小銜接因應策略的驗證。依據研究目的與方法，本研究獲致下列結論：

- 一、現階段九年一貫課程的實施下，幼小銜接問題仍然存在，且幼小階段間的教學方式、班級經營、常規管理、課程設計、評量方式、教室規劃與情境佈置、親師溝通方式等七項類型的差異問題，是造成許多幼小銜接適應問題的主因。
- 二、幼小銜接課程與教學因應策略實驗教學之成效，包括 1、有助於小一新生的學習與生活適應表現；2、相較於一般小學教學模式，銜接因應策略除能維持穩定的學習效果，對於國語科學業成就表現的增進效果，也獲得支持。
- 三、未來幼小銜接課程與教學上的整合型因應策略包括：1、以多元智慧為核心的主題式統整課程；2、重視學習情境中師生同儕的鷹架互動；3、強調生活課程的真實體驗與做中學；4、增加適性與自主的彈性課程設計；5、延伸綜合活動領域之幼小銜接活動課程；6、強化親師合作，運用家長支援與資源；7、開放教育的核心理念。

根據研究結果，對小一教師、家長及教育行政主管機關提出建言，並提出以下建議：1、規畫連貫性的課程與教學；2、增加大班幼兒與小一學童相互參訪互動的機會；3、培育幼小階段教育專業的教師；4、培養幼兒進入小學基本的能力與發展；5、幼小學習情境的延伸與應用；6、配合各方面人員的投入參與銜接輔導；7、整合知情意行的銜接因應策略等，以作為未來幼小銜接相關問題解決策略之參考。

關鍵字：幼小銜接、學習與生活適應、課程與教學

# Research on curriculum and teaching problems happened on the transition of kindergarten and primary school and what coping strategies are effective on these problems

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## Abstract

Students' transition from the kindergarten to primary school classroom, and their adaptation to this shift, is a key event in their early educational experience. The study explores the challenges children encounter in adapting to the new primary school environment and curriculum, and the role played by kindergarten and primary school teachers in the success or failure of this transition.

There are three purposes on this research.

1. To know what problems kids may encounter in learning and adapting themselves into primary school life after they graduate from the kindergarten. Coming up with coping strategies and teaching plans based on the analysis of education documentary and Grade 1-9 Curriculum.
2. To evaluate the practicalities and effectiveness of the teaching plans after experimenting with them in the first grade class.
3. To provide practical coping strategies which education ministries, preschool and primary school teachers can use as a reference when they make education policies or deal with transition related problems.

The study resulted in the identification of specific transition and adaptation issues. Young children can experience a range of transition-related difficulties in exposure to differing instructional methods, classroom management techniques and lesson planning; and adaptation problems include a wide range of learning and school life issues. The experimental teaching plans that can be implemented in the classroom to provide a successful learning environment for transitioning students.

According to the results of this research, some suggestions are listed to help educators and administrators more effectively manage transition and adaptation.

key words : transition of kindergarten and primary ; learning and adapting ; curriculum and teaching