

Aids to Psycholinguistic Teaching



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Foreword
More and more the importance of child development is being
recognized in education. The processes of learning from the early
motor experimentation of the child to the establishment of abstract concepts
is being soel~ as oleo col]tintlOtIS prog] ession. Piaget has shown that there are
step-like processes in this developmental course where the child shifts over from
one method of processing learning data to a more complex method. These
observations of Piaget have given new impetus to the significance of child
development and have helped to demonstrate how the initial learnings of the
infant and the complex verbal-symbolic manipulations of the older child in the
classroom can all be seen as "one piece of cloth." The intactness and
completeness of the developmental course of the child thus become as

important to the teacher as his intelligence level or cultural background. Nowhere is the course of development more important than in the education of the slow learner or the child with a learning disability. One of the characteristics of such children is a breakdown in development usually at one of Piaget's stage-like processes. As a result the child's method of processing learning data remains primitive and education tends to become a procedure of aborting this primitive process to serve the ends of tasks which require more complex procedures. Since educational presentations assume more advanced processing the child must struggle to meet classroom demands with his more limited procedures while he becomes more and more confused all the while the teacher becomes more and more frustrated with each passing day. The solution would seem to be to restore the courses of development in the child in order to give him the more complex methods of processing data required by the school curriculum. Various workers in the field of education of the slow learner have concentrated their interest on different levels of the developmental progression. Thus the group at the Glenview Achievement Center has been interested in the early perceptual-

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