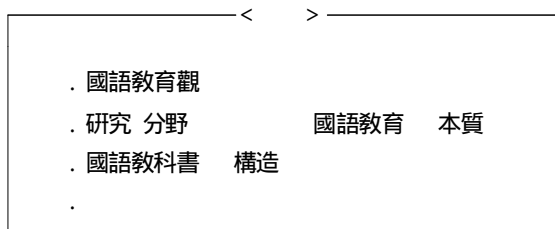


## 教科書 國語教育觀

金 大 幸 (       )



## · 國語教育觀

教科書

가

가

가

## 教育政策

가

가

가

가

가

觀

觀點, 教科書觀, 教授-學習觀

가

國語教育觀

本質 特性

國語

가

가

가

가

가

가

가

可

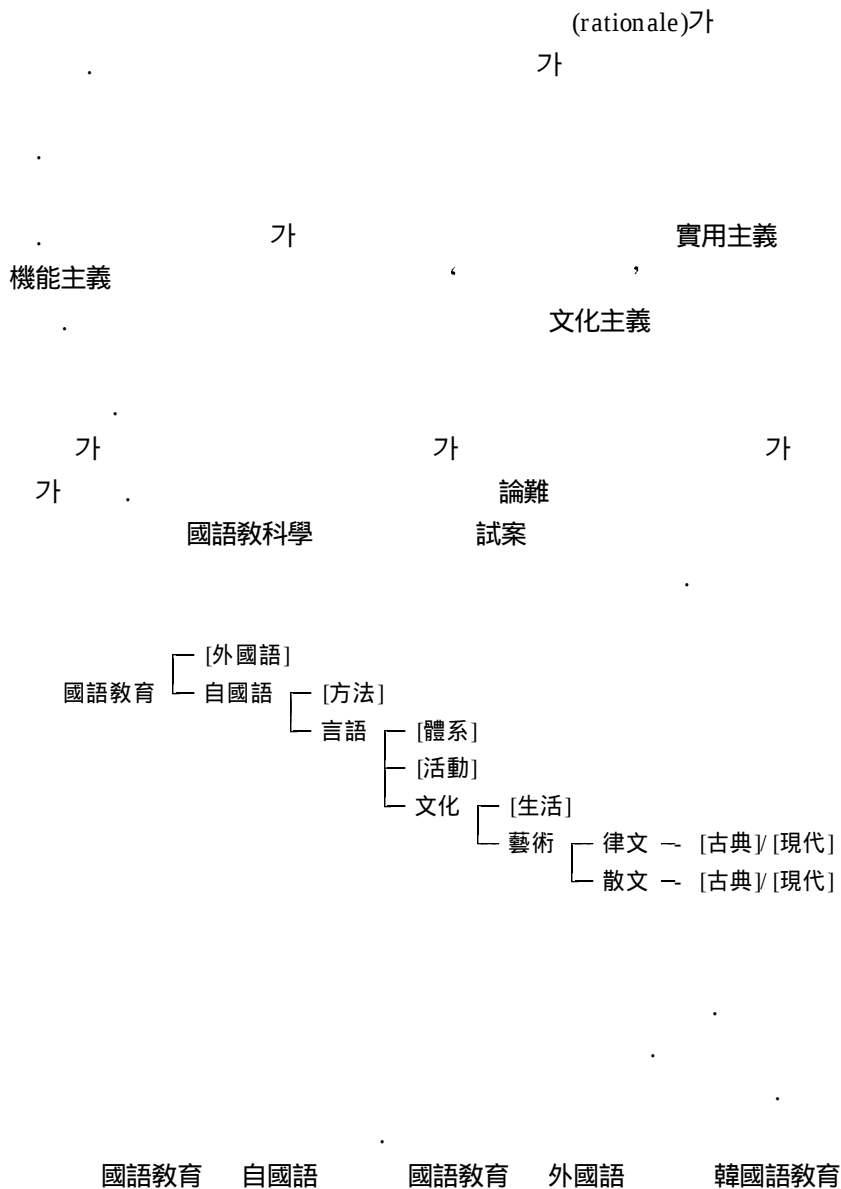
能性, 主體性, 共同性

‘可能性’

가

가





‘language teaching’ 外國語教育

美國

가 5C(Communication, Cultures, Connections, Comparisons, Communities)

가

가

自國語教育 方法 言語

正體性

가

가

가

가 言語

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 가 . 가  
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 體系 가  
 . 가  
 가  
 . '文法'  
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 가 가 .  
 活動 가 .  
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 가  
 가  
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(authentic) 가 ,

가 . 20  
가 ,  
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### 國語教科學

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가 가 ,  
3  
가 가 .





社會性

가

가

가

가

## 2. 教授-學習資料 選定 基準

가

가

活

動中心

, 適正量

, 多樣性

—

가

가

, 活動中心

가

가

讀書體驗中

心, 美文

名文中心,

說明文中心

가

가

反面的

가 .  
刺戟資料(stimulus material)  
가 .  
，適正量  
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가 가  
가 ，  
가 . < >，<  
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， . 思考性(體  
驗性) 文化性  
，多樣性  
가 .  
國語  
學者 讀解訓練  
文名  
가 ，

가 .

‘ , ,

가 가 .

### 3. 教授-學習活動 構成 方向

教授-學習活動 知識 提示,  
興味 欲求 誘發, 具體性, 思考中心, 設定 가  
 , 知識 提示 가 - 가

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, 興味 欲求 誘發

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## &lt;Abstract&gt;

**Texts and the Nature of Korean Education****Kim, Daehaeng**

This essay considers the most basic question of all: what is the 'Korean Education'? As it is obvious that most pupils can speak the language quite effectively before the even begin infants' school, the leading role of Korean within the school curriculum is not necessarily self-explanatory. The discussion deals first with the classification of the field of studies in Korean education, then moves to its place as a subject in its own right. Finally, there is consideration of ways in which Korean studies can become more focused and effective while retaining the integrity and breadth of the subject.

It is sometimes helpful to begin a discussion such as this by defining some underlying truths and assumptions that can be accepted by all parties in the debate. The following might serve as an introduction to a discussion about the role of Korean: Korean is about words. Korean is about words in combination. Words can be spoken, written, heard, read or thought about. Korean is a form of communication and a vehicle for thinking.

From the classification of the field of the Korean education studies, there are also a number of other assumptions which most would agree follow on from these: Language is essential to our survival as human beings. Development in Korean is an aspect of personal growth, and in the early stages language development is inextricably linked to cognitive growth. Korean - language - helps to build relationships between people and within and between societies.

Language embodies some aspects of culture. Korean has the conventions. People use language creatively. Language gives us a past beyond our memories and a present beyond our senses.

It is also presumably beyond question that Korean as a subject should fulfil at least one of two main aims for the pupil, each of which should promote the other: development in Korean and study of Korean. These two aims are best achieved if it is ensured that the pupil has an enjoyment of Korean. In the light of this, the analysis above proposes the followings for the construction of Korean texts: that there should always be nature centered standards - thoughtful, instrumental, practical, cultural, social. Stimulus materials should be selected in the standards of activity, quantity, variety. The five factors of teaching process should be included in texts: knowledgeable, interesting, concrete, thoughtful, typical.