

<<教师素质与教学技能论稿>>

图书基本信息

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作者：何明珠 编译

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### 内容概要

《教师素质与教学技能论稿（英汉对照）》40篇文稿选自美国《教育文摘》，内容涉及教师素质、教学技能、教学管理和学生管理。

这些文章均出自美国教育专家或一线教师之手，选题针对性强，观点新颖独到，论述充分翔实，既是理性探索的成果，又是宝贵经验的总结，对我国师范专业学生的教师素质培养与在岗教师解决问题的实用能力提高具有重要的参考价值。

《教师素质与教学技能论稿（英汉对照）》分为“教师素质”、“教学技能”、“教学管理”和“教学拓展”4个部分，各部分均由10篇文稿组成。

文中涉及的背景知识、专业术语、常用短语和习惯用语等采用脚注加以说明。

《教师素质与教学技能论稿（英汉对照）》阅读对象为：师范院校各专业学生、在职中小学教师和教学管理工作。

《教师素质与教学技能论稿（英汉对照）》尤其适合英语专业在校师范生和在职中小学英语教师阅读。

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To these , the teachers we surveyed add-ed : inadequate and unsupervised school-based experiences , poor quality of many teacher candidates ( i ) , and university faculty inexperienced in the schools. When teachers talk about teacher education , their opinions are grounded in practice. They value ideas that translate directly into a better lesson for the class and reforms that make it more likely for children to learn. Research-based theory , the preoccupation of many schools of education , is largely irrelevant to teachers , who must deal with 20 to 35 students five or six hours a day. The survey responses come at a time when teacher education practices and policies are in great flux , with reformers tackling different aspects of teacher education. The frustrations and irritations teachers express arise , to great degree , from their belief that schools of education should be committed to preparing teacher candidates for the practice of teaching. Teacher educators , on the other hand , see their purpose as the study of pedagogy : developing theories of teaching and learning in a rarefied world remote from the day-to-day realities of a K-12 classroom.

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