

<<蒙台梭利教育法>>

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内容概要

玛利亚·蒙台梭利(Marie

Montessori, 1870-1952), 是教育史上一位杰出的幼儿教育思想家和改革家, 她所创立的独特的幼儿教育法, 风靡了整个西方世界, 深刻地影响着世界各国, 特别是欧美先进国家的教育水平和社会发展。蒙台梭利教育法的特点在于十分重视儿童的早期教育, 她的教学方法涵盖智力训练、感觉训练、运动训练各个方面。

蒙台梭利教育法在中国已经有广泛地传播, 尤其是蒙台梭利幼儿园在幼儿教育中是一支重要力量。

《蒙台梭利教育法》是她论述幼儿教育理论和方法的第一部著作, 《蒙台梭利教育法》对于读者了解蒙台梭利教育是一个很好的引导。

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书籍目录

CHAPTER 1
CHAPTER 2
CHAPTER 3
CHAPTER 4
CHAPTER 5
CHAPTER 6
CHAPTER 7
CHAPTER 8
CHAPTER 9
CHAPTER 10
CHAPTER 11
CHAPTER 12
CHAPTER 13
CHAPTER 14
CHAPTER 15
CHAPTER 16
CHAPTER 17
CHAPTER 18
CHAPTER 19
CHAPTER 20
CHAPTER 21

章节摘录

It behooves us to think of what may happen to the spirit of the child who is condemned to grow in conditions so artificial that his very bones may become deformed. When we speak of the redemption of the workingman, it is always understood that beneath the most apparent form of suffering, such as poverty of the blood, or ruptures, there exists that other wound from which the soul of the man who is subjected to any form of slavery must suffer. It is at this deeper wrong that we aim when we say that the workman must be redeemed through liberty. We know only too well that when a man's very blood has been consumed or his intestines wasted away through his work, his soul must have lain oppressed in darkness, rendered insensible, or, it may be, killed within him. The moral degradation of the slave is, above all things, the weight that opposes the progress of humanity - humanity striving to rise and held back by this great burden. The cry of redemption speaks far more clearly for the souls of men than for their bodies. What shall we say then, when the question before us is that of educating children?

We know only too well the sorry spectacle of the teacher who, in the ordinary schoolroom, must pour certain cut and dried facts into the heads of the scholars. In order to succeed in this barren task, she finds it necessary to discipline her pupils into immobility and to force their attention. Prizes and punishments are every-ready and efficient aids to the master who must force into a given attitude of mind and body those who are condemned to be his listeners. It is true that to-day it is deemed expedient to abolish official whippings and habitual blows, just as the awarding of prizes has become less ceremonious. These partial reforms are another prop approved of by science, and offered to the support of the decadent school. Such prizes and punishments are, if it may be allowed the expression, the bench of the soul, the instrument of slavery for the spirit. Here, however, these are not applied to lessen deformities, but to provoke them. The prize and the punishment are incentives toward unnatural or forced effort, and, therefore we certainly cannot speak of the natural development of the child in connection with them. The jockey offers a piece of sugar to his horse before jumping into the saddle, the coachman beats his horse that he may respond to the signs given by the reins; and, yet, neither of these runs so superbly as the free horse of the plains. And here, in the case of education, shall man place the yoke upon man?

True, we say that social man is natural man yoked to society. But if we give a comprehensive glance to the moral progress of society, we shall see that little by little, the yoke is being made easier, in other words, we shall see that nature, or life, moves gradually toward triumph. The yoke of the slave yields to that of the servant, and the yoke of the servant to that of the workman.

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