

Learning during the Early Months 儿童早期教育

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由伊顿教育集团学术总监Emelia Prayogo撰写

In line with the government's efforts to raise the quality of learning and teaching for our children aged 0 to 3 years old, the Ministry of Community, Youth and Sports, Singapore conducted a four day Master Class Program for Infant and Toddler Care. Dr. Peter L. Mangione, Ms. Alicia Tuesta, Ms. Janet Gonzalez-Mena, and Dr. Intisar Shareef from WestEd Centre, US, broadened our perspectives through their sharing of various training methodologies, including cooperative and experiential learning activities, lectures, discussions and video presentations.

根据新加坡政府希望提高0-3岁儿童教育质量的目标，新加坡社区，青年，运动部门开设了一个为期4天的婴幼儿教育的高级讲习班。来自美国的西部教育中心的Peter L. Mangione博士，Alicia Tuesta女士，Janet Gonzalez-Mena女士和Intisar Shareef博士使用合作和实验法的教学活动；授课，讨论，视频演讲的形式和我们分享了多种教法，开阔了我们的视野。

One of the many modules that I found very interesting and would like to share further with you is about the brain development in infants and toddlers shared at a great length by Dr. Mangione. Of interest to neuroscientists, particularly those studying the brains of babies since the year 2000, is the influence that early experience has on the development of the early maturing right brain. During the last semester of the prenatal period, and through to the end of the second year of life, the right hemisphere- which is largely responsible for emotional and social



functioning- undergoes a growth spurt (Schore, 2001, 2003, 2005). According to Greenspan, "it is the pleasure and delight that babies get from interaction with people that drives them to relate to people more frequently and more skillfully" (Greenspan, 1990). Recent neuroscience has validated Greenspan's clinical findings with hard science showing that a baby's emotional

need to build, sustain and use relationships drives communication and motivates language use (Schore, 2005; Schore 2001). In other words, the avenue for shaping the brain is relationships.

参加这个高级讲习班，有几个模块让我很感兴趣，其中一个Mangione博士关于婴幼儿大脑发展的深入讲解。由于神经系统学家在儿童右脑这方面的研究兴趣，特别是那批从2000年以来的那些深入研究，引发了早教对儿童早期右脑成熟的重视。从怀孕的后半段到儿童2岁的阶段是主管儿童情商和社交能力的右脑的发展爆发期(Schore, 2001, 2003, 2005)。Greenspan曾经说过：我们很开心看到的是，幼儿通过与他人的频繁接触让自身能力变得更加精湛。近期的神经系统学家的临床研究结果有效地证明了Greenspan的说法，婴幼儿的情感能力需要被持续发展，而与他人之间的接触交流会有效地促进语言的发展(Schore, 2005; Schore 2001)。换句话说人际关系塑造大脑的发展。

What is also important to understand about the learning in infants and toddlers is that they are not trying to learn one particular skill or set of facts; instead, according to Alison Gopnik, a leading researcher in the field of infant cognition, “They are drawn to anything new, unexpected, or informative”. This type of early learning is often “invisible” and hence, taken for granted. Infants and toddlers do not learn through the same adult-directed way that one might imagine as he teaches a child the multiplication tables or how to read. Their learning is very much based on discovery, and the role of both parents and educators is to ensure that the physical and social environment is set up for that process to happen in a way that children feel safe to take on new challenges.

关于婴幼儿成长，成人另外需要了解的一点是婴幼儿学习的方式不是尝试只学习一种特定的技能或者一些事实。与之相反，根据Alison Gopnik（儿童认知发展高级研究者）的观点：儿童被那些新颖的，无法预料的新奇事物所吸引。这种儿童早期的学习经常是具有“不可见性”的。所以婴幼儿的学习方式和成人的方式是不同的。说到这，有的人脑海中可能会浮现出教婴幼儿读书，在数学桌那活动的场景。所以，儿童的学习方式主要是以探究为基础的，而家长和教育者的角色就是确保提供了创设好的人文环境和物理环境，让儿童在这种丰富的环境中接受新的挑战。