

臺灣與芬蘭幼兒園室內自由遊戲內涵之探討

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摘要

自由遊戲被視為是幼兒的天性，也是他們學習的動力，對幼兒發展具有重要價值。本研究資料採用臺灣與芬蘭兒童自主認知研究中，有關兩國學前幼兒行為之觀察資料，主要探究臺芬兩國學前環境中室內自由遊戲時段之現況。參與研究之幼兒臺灣有 490 位，芬蘭有 892 位。資料蒐集採用 5 分鐘時距觀察取樣法，紀錄老師安排的活動型態、幼兒選擇進行的活動、幼兒主要的注意對象、身體活動量、投入度、距離最近成人的主要行為以及是否注意到目標幼兒等七個項目，藉以瞭解教室裡幼兒的學習與活動情形。本研究針對在教室內安排自由遊戲的時段，所得資料共計 5,879 筆，臺灣 1,307 筆，芬蘭 4,572 筆。主要發現如下：(1) 臺芬兩國幼兒園教師在安排幼兒進行的活動類型上有顯著差異 ($\chi^2=5249.53$, $p<.001$)，臺灣進行室內指導式教學活動所佔比例最高，且高於芬蘭；芬蘭進行室內自由遊戲所佔比例最高，亦明顯高於臺灣。(2) 在室內自由遊戲時段中，兩國幼兒選擇的活動類型有顯著差異 ($\chi^2=445.16$, $p<.001$)。兩國幼兒選擇進行的活動皆以「玩玩具、材料與體能遊戲」活動為最多；然而芬蘭幼兒選擇「角色扮演」的活動顯著多於臺灣幼兒，臺灣幼兒選擇「閱讀、看影片」等視覺活動 (13.5%) 則高於芬蘭幼兒 (4.5%)。(3) 進行室內自由遊戲時，幼兒主要注意對象有顯著差異 ($\chi^2=258.12$, $p<.001$)，臺灣幼兒主要注意對象為非社會性對象，芬蘭幼兒則以注意同儕為主，臺芬兩國幼兒注意成人的比例皆為最低。(4) 進行室內自由遊戲時，幼兒的身體活動量有顯著差異 ($\chi^2=45.83$, $p<.001$)，臺灣幼兒多數呈現低

度身體活動量；芬蘭幼兒呈現中度身體活動量之比例高於臺灣幼兒。(5) 幼兒在投入度方面亦達顯著差異 ($\chi^2=185.35, p <.001$)，芬蘭與臺灣幼兒多半表現出中度投入與高度投入，然而芬蘭幼兒呈現相當高度投入之比例高於臺灣幼兒。(6) 距離幼兒最接近成人的主要行為 ($\chi^2=315.84, p <.001$) 與有無成人注意目標幼兒 ($\chi^2=28.93, p <.001$) 皆達顯著差異。進行室內自由遊戲時，雖然兩國教師皆以觀察幼兒為主，但是臺灣教師觀察幼兒之比例顯著高於芬蘭教師，臺灣教師聚焦於目標幼兒的比例也較高。兩國教師與單一幼兒互動的比例皆居次。本研究結果有助於瞭解臺芬兩國幼兒園進行自由遊戲之全貌，並思考其中之文化脈絡因素，以及與幼兒自主學習之關係。

關鍵詞：室內自由遊戲、幼兒園、觀察法、台灣、芬蘭

A Study of Indoor Free Play in Taiwanese and Finnish Preschool Settings

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Abstract

Free play has been seen as a nature for young children and also their motivation for learning, it's an important value for early childhood development. The data adopts from a study of the agentive learning on children in Taiwan and Finland preschool settings. The main purpose of this study is to explore the current status of the indoor free play time. The participated number of young children in Taiwan is 490, in Finland is 892. Time sampling of 5-mins interval applied for observing on activity time frame arranged by the teacher, learning action of the target child is choosing, attention of the child, the physical activity level, involvement level and main action of nearest adult in order to understanding of children's actions and her/his learning in the situation. This study focuses on indoor free play time. Data obtained 5,879 (19.7%) cases under free play time within total 29,856, Taiwan 1,307, Finland 4,572. Main findings found as following: (1) There are significant differences between activities being arranged by the Taiwan and Finland teachers ($\chi^2= 5249.53$, $p < .001$), there is highest proportion with indoor teacher guided time in Taiwan, and higher than Finland; indoor free play time is the highest proportion in Finland and significantly higher than Taiwan. (2) During the indoor free play time, the type of activity of children selected

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also presents significant differences ($\chi^2 = 445.16$, $p < .001$) between two countries. In both countries children are mostly play with "toys, materials and physical game" during indoor free play time; however Finland children select "role play" are significantly more than children in Taiwan. Taiwan children choose reading, watching videos "visual activities is much higher than Finnish children. (Taiwan 13.5%, Finland 4.5%) (3) During indoor free play time, data for children's attention is also presenting significant differences ($\chi^2 = 258.12$, $p < .001$) between countries, the main attention of young children in Taiwan is non-social object, Finland is peer-based, their attention focused on adults are in the lowest proportion. (4) The children's physical activity levels under indoor free play time are presenting a significant difference ($\chi^2 = 45.83$, $p < .001$) between two countries, majority of participants in Taiwan present low level of physical activity; Finnish children showing higher physical activity level than Taiwan children. (5) Involvement of children is also showing significant differences ($\chi^2 = 185.35$, $p < .001$) between countries, most of the young children in Finland and Taiwan showed moderate investment and high level of involvement, however Finnish young children presents a higher level than Taiwan's young children. (6) The main behaviors of nearest adult are presenting significant differences ($\chi^2 = 315.84$, $p < .001$) between countries and the presence of adult attention to target young children also presents significant differences ($\chi^2 = 28.93$, $p < .001$). During indoor free play period, although the teachers' main action were mainly with observation on children in both countries but data in Taiwan shows significantly higher than data of Finnish teachers, also higher percentage of teachers in Taiwan focus on the target child. Higher proportion of teachers interacted with one child in both countries. The results of this study help to understand indoor free play in Taiwan and Finnish preschool, and competences these with the cultural context factors, as well as the relationship with agentive learning.

Keywords: Indoor free play, Preschool, Observation method, Taiwan, Finland