

摘要

《普通高中地理课程标准》(2017年版)提出了地理实践力作为地理四大核心素养之一,地理实践力的具体目标即“学生能够运用所学知识和地理工具,在室内、野外和社会的真实环境下,通过考察、实验、调查等方式获取地理信息,探索和尝试解决实际问题,具备活动策划、实施等行动能力。”^[4]地理实践力的培养需要在广阔的自然和社会大课堂中展开,让学生在真实情境下感知知识的产生,从而实现学生从知识到素养的深度培育。每位同学生活的周边区域都蕴藏着丰富的乡土地理资源,乡土地理资源为地理实践力培养提供实践情境与教学素材,能够激发学生的探究欲望,培育学生的家国情怀,对培养学生地理实践力发挥着积极作用。

经调查发现,在研究区域的实际高中地理教学中,乡土地理资源开发应用程度低、地理实践力培养现状不容乐观。为了探索地理实践力培养的有效途径,发挥乡土地理资源的育人价值,本文以基于乡土地理资源的地理实践力培养策略研究为主题,从理论基础、现状分析、乡土地理资源的筛选、地理实践力培养策略、乡土地理实践活动案例设计这五方面,分层递进地深入开展研究工作。具体包括以下内容:

(1)以做中学理论、建构主义理论、情境学习理论、人本主义学习理论为依据,通过文献研究法确定了研究背景及意义,梳理了国内外研究现状,明确了研究方向;对乡土地理资源和地理实践力的核心概念进行了界定,并分析了乡土地理资源在地理实践力培养中发挥的优势,奠定了研究的理论基础。

(2)采用问卷调查法对邯郸市高中教师和学生分别进行了问卷调查,了解利用乡土地理资源培养学生地理实践力的现状。通过学生调查可以看出:学生对乡土地理认知不足但学习乡土地理知识意愿强烈;学生反映教师利用乡土地理资源教学的深度不够,学校组织实践活动频次少;学生的地理实践力水平较低,但对参与地理实践活动抱有极大兴趣并期望提高多维能力。通过教师调查发现:教师虽然对利用乡土地理资源培养学生地理实践力保持积极态度,但对乡土地理资源缺乏深度的认知和开发利用;指导学生开展地理实践活动的经验和能力不足;在地理实践活动中对学生意志品质的培养关注不够。

(3)在问卷调查结果的基础上,结合专家在深度访谈中提出的关于培养学生地理实践力的建议,总结了地理学科性、紧扣课程标准、丰富教材素材、区域独特性、提升学生地理实践力五项原则。依据五项原则对邯郸市乡土自然地理资源和乡土人文地理资源

进行了筛选，设计了利用乡土地理资源培养学生地理实践力应遵循的原则和具体策略。利用乡土自然地理资源培养学生地理实践力时，主要以开展野外考察活动为主，方案设计应遵循安全性、效益最大化原则，引导学生学会确定位置和分布、观察特征与差异，分析地理因果关系、推知地理过程，思考空间联系、促进人地协调发展。利用乡土人文地理资源培养学生地理实践力时，主要以开展社会调查活动为主，方案设计应围绕特定主题、兼顾合理可行、注意保留研究空间；实施过程师生共创、培养学生多维能力；信息获取要真实科学、培养学生求真精神；任务设置要具有挑战性、培养学生坚毅品质；问题设计要有层次递进、尊重学生个体差异，引导学生为家乡建设问题解决助力，培育学生家国情怀。

（4）基于筛选出的邯郸市乡土地理资源和提出的地理实践力培养策略，结合课程标准和湘教版教材，设计了野外考察、社会调查、研学旅行三种不同类型的地理实践活动案例。

关键词：乡土地理资源 地理实践力 高中生

Abstract

The "High School Geography Curriculum Standard" (2017 edition) proposes geographical practice as one of the four core competencies in geography. The specific goal of geographical practice is that "students should be able to apply their knowledge and geographical tools in real environments such as indoors, outdoors, and society, through investigation, experimentation, and surveying, to obtain geographical information, explore and attempt to solve practical problems, and possess the ability to plan and implement activities." The cultivation of geographical practice requires an expansive classroom encompassing both natural and social environments, allowing students to perceive the generation of knowledge in real contexts, thereby achieving a profound cultivation of students' competence from knowledge to literacy. Each student's surrounding area harbors rich local geographical resources, providing practical scenarios and teaching materials for the cultivation of geographical practice, which can stimulate students' desire for inquiry, foster their patriotism, and play a positive role in cultivating students' geographical practice.

After investigation, it was found that in the actual high school geography teaching in the research area, the level of development and application of local geography resources is low, and the current situation of cultivating geographical practical ability is not optimistic. In order to explore effective ways to cultivate geographical practical resources and give full play to the educational value of township land resources, this article takes the research on the strategy of cultivating geographical practice based on township land resources as the theme, from the theoretical basis, current situation analysis, screening of township land resources, geographical practice training strategy, and cases of township land science practice activities. In these five aspects, we will carry out in-depth research work in a hierarchical and progressive manner. Specifically, it includes the following:

1. Drawing on theories such as experiential learning theory, constructivist theory, situated learning theory, and humanistic learning theory, the study establishes the research background and significance through literature analysis, reviews the current research status both domestically and internationally, and clarifies the research direction. It defines the core concepts of local geographical resources and geographical practice and analyzes the advantages of local geographical resources in cultivating geographical practice, laying the theoretical foundation for the study.

2. Utilizing questionnaire surveys, the study investigates high school teachers and students in Handan City to understand the current situation of utilizing local geographical resources to

cultivate students' geographical practice. The student survey reveals that students have insufficient awareness of local geography but a strong willingness to learn local geographical knowledge. They reflect that teachers' utilization of local geographical resources lacks depth, and schools organize practical activities infrequently. Students' level of geographical practice is low, but they have a great interest in participating in geographical practice activities and expect to improve their multidimensional abilities. The teacher survey finds that although teachers maintain a positive attitude towards utilizing local geographical resources to cultivate students' geographical practice, they lack in-depth understanding and utilization of local geographical resources. They also lack experience and ability in guiding students to carry out geographical practice activities and pay insufficient attention to cultivating students' willpower qualities during geographical practice activities.

3. Based on the results of the questionnaire survey and the suggestions proposed by experts in in-depth interviews regarding the cultivation of students' geographical practice, five principles are summarized: subject specificity, alignment with curriculum standards, enrichment of teaching materials, regional uniqueness, and enhancement of students' geographical practice. Based on these principles, the study selects Handan City's local natural geographical resources and local human geographical resources, designs teaching principles and specific strategies for cultivating students' geographical practice using local geographical resources. When using local natural geographical resources to cultivate students' geographical practice, the focus is mainly on conducting field investigation activities, with a design principle that ensures safety and maximizes benefits, guiding students to learn how to determine locations and distributions, observe characteristics and differences, analyze geographical causality, infer geographical processes, contemplate spatial connections, and promote harmonious development between humans and nature. When using local human geographical resources to cultivate students' geographical practice, the focus is mainly on conducting social survey activities, with a design principle that revolves around specific themes, considers feasibility, and leaves room for research. The implementation process involves joint creation by teachers and students, cultivation of students' multidimensional abilities, acquisition of information that is both authentic and scientific, cultivation of students' spirit of seeking truth, setting tasks that are challenging, cultivating students' perseverance, and designing problems that are hierarchical and respect individual differences, guiding students to provide suggestions for local development and cultivating students' patriotism.

4. Based on the selected local geographical resources in Handan City and the proposed strategies for cultivating geographical practice, combined with curriculum standards and teaching

materials, the study designs three types of geographical practice activities: field investigations, social surveys, and study trips.

Keywords: local geographical resources geographical practice high-school student

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1 绪论

1.1 研究背景

1.1.1 强化实践育人的需要

2017年10月教育部印发了《中小学综合实践活动课程指导纲要》，提出“综合运用各学科知识分析、解决现实问题，尊重学生的自主选择与创造，真正让学生“活”起来，“做”出来，强化实践育人”^[1]。2019年国务院办公厅印发的《关于新时代推进普通高中育人改革方式的指导意见》强调了“要统筹课堂学习和课外实践，强化实验操作，培养学生创新思维和实践能力，提升人文素养和科学素养”^[2]。面对新时代社会经济生活的巨大变化，改革育人方式，发挥各学科综合育人的价值，提高人才培养质量势在必行。

实践活动是重要的教学方式，对学生的深度学习与成长起到了重要作用。地理学科的育人价值不只是让学生掌握必备的地理知识，更关注学生在地理学习过程中形成的正确价值观、意志品质和关键技能。从而满足学生现在和未来学习、工作、生活的需要。通过实践活动引导学生学会用地理思维思考问题，培养学生科学认知和高雅审美，充分发挥地理学科的育人价值。

1.1.2 落实学生发展核心素养的需要

2016年《中国学生发展核心素养》明确阐述了“学生发展核心素养主要是指学生应具备的，能够适应终身发展和社会发展需要的必备品格和关键能力”^[3]，其中提到了“实践创新素养主要是学生在日常活动、问题解决、适应挑战等方面所形成的实践能力、创新意识和行为表现，具体包括劳动意识、问题解决、技术应用等基本要点”。实践活动为核心素养的落实提供了合适的平台与载体。在实践活动中，学生学会发现问题，积极提出疑问，并且发挥主观能动性去解决问题，制定合理的解决方案，掌握一定的动手操作技能，逐步形成一系列良好的行为习惯。

《普通高中地理课程标准》（2017年版）提出了地理核心素养，而作为地理核心素养之一的地理实践力也由此成为教育界关注的热点，其是理论与实际的结合，地理实践力的具体目标即“学生能够运用所学知识和地理工具，在室内、野外和社会的真实环境下，通过考察、实验、调查等方式获取地理信息，探索和尝试解决实际问题，具备活动策划、实施等行动能力”^[4]。在广阔的自然和社会大课堂中培养学生地理实践力，

以上内容仅为本文档的试下载部分，为可阅读页数的一半内容。如要下载或阅读全文，请访问：<https://d.book118.com/528137072102007001>