



Montessori  
Asia



# Education Reform in China: Opportunities for Montessori

Based on the study of children's  
creativity

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# 主要内容

## Main Content

### 中国幼儿教育改革与蒙台梭利教育发展历程回顾

Review of Reforms in China's Early Childhood Education  
and the Growth of Montessori Education

### 蒙台梭利教育实践中国实证研究

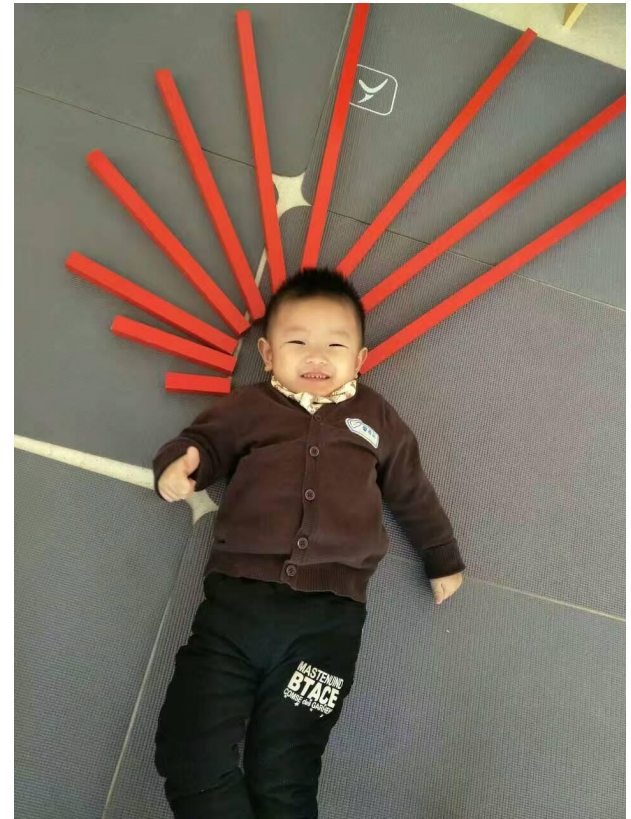
Research and Findings in Montessori Practices in China

### 未来研究展望

Looking Ahead to Future Research







# 一、历程回顾

## Review

(一)

译著、专著和学术论文的出版

Translations, monographs and high calibre theses are published.

(二)

探索蒙氏教育中国化基本模式

The basic model for “Sinification” of Montessori education is investigated.

(三)

蒙氏幼儿教师培训由不正规逐渐走向学院化

Montessori teacher training gradually develops from non-standard to institutions.

# 蒙台梭利教育思想传入中国与实践中国的历程

The Process of Montessori Education That Was Introduced into China  
and The Practice of China

背景

Background

- 1913年我国第一篇介绍蒙台梭利教育思想的论文产生。此时期正是五四运动酝酿形成和发展时期，封建教育及其思想受到猛烈地批判、抨击，而西方各种教育思想、理论、学说被大量介绍，引入我国。

In 1913, the first paper that introduced the idea of montessori education was came out. This period was the formation and development of the May 4th movement, The feudal education and its ideas were strongly criticized and attacked, and the ideas, theories and doctrines of education that from the west were introduced in China.

## 背景

### Background

- 大批美国著名的教育家访华，留美学生分批归国，陈鹤琴先生也在此时期内归国。

A large number of famous American educators visited China, and the students returned from the United States, Mr. Chen heqin returned to China as well.

- 1912年，《蒙台梭利教育法》畅销美国。同当时我国以美国教育为模式，倡导新思潮的背景相适应，因此有了介绍、宣传和实践蒙台梭利教育的开端的十年。

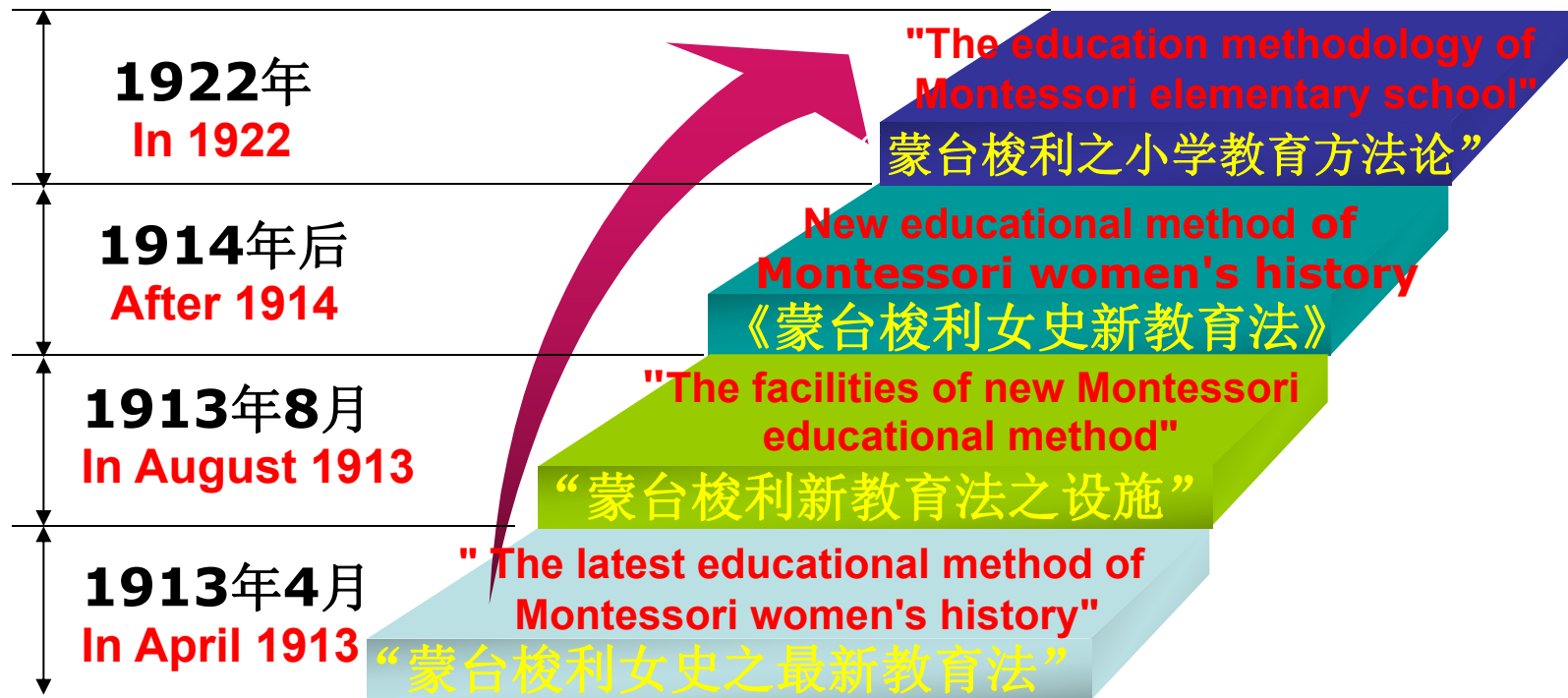
In 1912, the <Montessori Education> was a bestseller in the United States. With the American education as the model and the background of advocating new ideas, we have a decade of introduction, publicity and practice on the beginning of the montessori education.

# 蒙台梭利教育思想传入中国与实践中国的历程

The Process of Montessori Education That Was Introduced into China  
and The Practice of China

## 思想的传播

The Spread of Ideas





# 思想的传播

## The Spread of Ideas

- “蒙台梭利女史之最新教育法” —最早介绍蒙台梭利教育思想的文章。  
"The latest educational method of Montessori women's history" -- the first to introduce the idea of Montessori education.
- “蒙台梭利新教育法之设施” —对蒙台梭利的教育思想进行了高度概括。  
"The facilities of new Montessori educational method" - a highly generalized view of the education thought of montessori.
- 《蒙台梭利女史新教育法》 —我国翻译的第一部蒙台梭利的重要著作。  
<New educational method of Montessori women's history> - the first major work of the translation of montessori.

# 思想的传播

## The Spread of Ideas

- “蒙台梭利之小学教育方法论” ——标志着中国学者介绍蒙台梭利教育思想进入新的阶段。

"The education methodology of Montessori elementary school" –it marks the introduction of montessori education by Chinese scholars to the new stage.

- 总之，我国介绍蒙台梭利教育思想的论文和译著集中在1913年到二十世纪二十年代末期的十多年的时间里，有二十多部论文及专著。

In short, there are more than 20 papers and monographs that were introduces the basic ideas of montessori, from 1913 to the late 1920s.

# 蒙台梭利教育思想传入中国与实践中国的历程

The Process of Montessori Education That Was Introduced into China  
and The Practice of China

## 幼儿园实践的开端

The beginning of  
kindergarten practice

- 1914年，江苏省教育会成立了“蒙台梭利教育法研究会”。

In 1914, the "montessori education law seminar" was established in Jiangsu province.

- 1916年5月20日，巴斯蒂夫人在上海作了一场蒙台梭利教学法的演讲。

On May 20th, 1916, Mrs. Basti made a speech in Shanghai on Montessori teaching methods.

# 蒙台梭利教育思想传入中国与实践中国的历程

The Process of Montessori Education That Was Introduced into China  
and The Practice of China

## 幼儿园实践的开端

The beginning of  
kindergarten practice

- 1923年，北京女高师附设的蒙养园大力引进蒙台梭利幼儿教育法。

In 1923, the Montessori education method for children is introduced.

- 南高师附属幼稚园在20世纪20年代的改革中也可以看出蒙台梭利教育思想的影响。

In the 20th century, the reform of the Nanjing high school affiliated high school also showed the influence of Montessori education thought.

- 从1922年以后，蒙台梭利教育思想在中国沉寂下来。

Since 1922, the idea of Montessori education has fallen silent in China.



## (一) 译著、专著和学术论文的出版

The First Translations, Monographs and High Caliber  
Academic Theses Are Published

⌘ 1993年，人民教育出版社出版了任代文翻译的《蒙台梭利幼儿教育科学方法》，此后相继又有大量介绍蒙台梭利的译著和专著出版，时间主要集中在2000年后。

In 1993, the People's Educational Publishing House published "The Scientific Methods of Montessori Early Childhood Education" translated by Ren Dai Wen. After the year 2000, Dr. Montessori's translated works and related monographs are published frequently and in large volume.



内容	年份																										比例 %
	94	95	96	97	98	99	00	01	02	03	04	05	06	07	08	09	10	11	12	13	14	15	16				
基本教育观运用与研讨 application of Montessori education and discussion		1	1	2	1		4	5	3	1	4	4	9	7	3	7	6	14	12	7	18	16	14	37			
蒙台梭利基本理论介绍 introduction of basic Montessori theory	2	1			1		3		2		2	2	3	2	2	3	3	3	2	3	3	1	2	10.7			
蒙台梭利中国化 sinicize of Montessori education	1			2		1	1	1	2	3	1	1	2	2	5	5	8	12	10	15	10	13	6	26.8			
蒙台梭利混龄班 mixed-age class				1		1	1	2		3	5	9	2	1	2	1		3		2	3	2	8	12.2			
蒙氏教育中存在的问题 problems of Montessori education									1			1	1		2	1	6	6	3	4	2	2	4	9.3			
蒙式教育与家庭结合 Montessori education and families												1	1	1	2	1		2	1	1	2		3	4			

论文发表数 number of theses

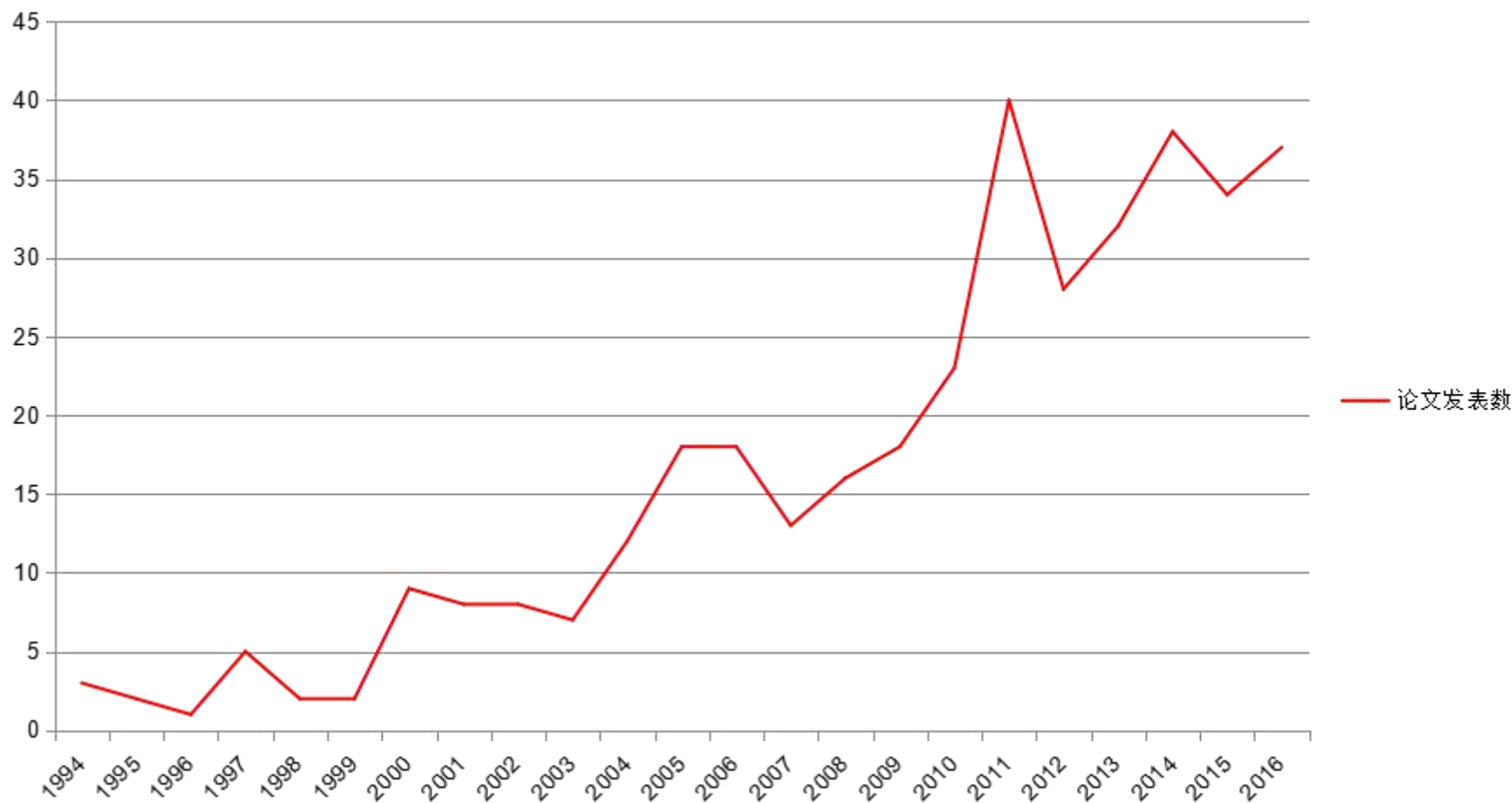


图1 我国近23年蒙台梭利教育研究的论文数量分布  
Graph 1 Distribution of the Number of Montessori Theses  
in China Over the Past 23 Years

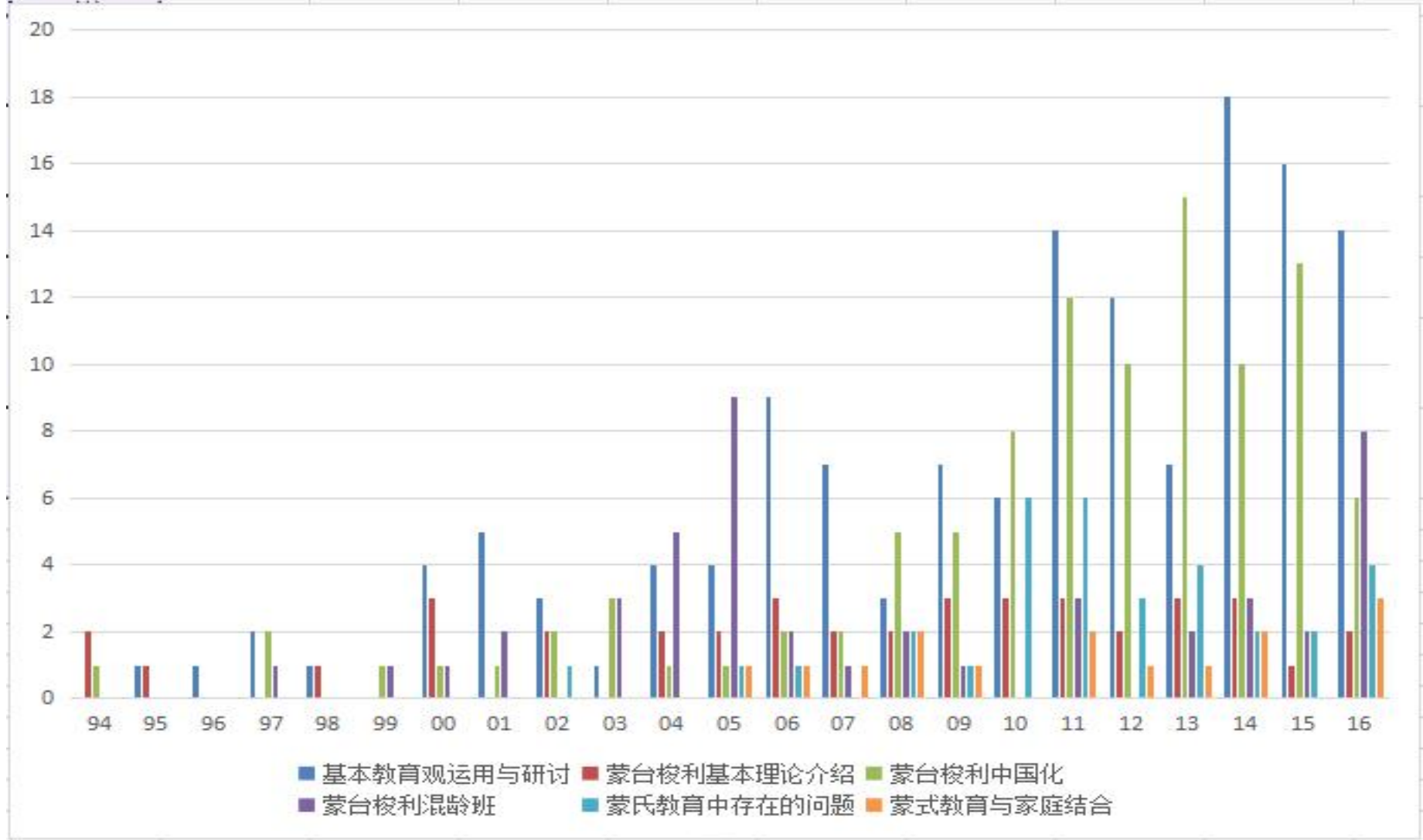


图2 我国近14年蒙台梭利教育研究论文分类图

Chart 2 Types of Research Theses Published in the Past  
23 Years in China

## (二) 探索蒙氏教育中国化基本模式

Investigating the Basic Model for Sinification of Montessori Education

### ❁ 蒙台梭利教育研究的发展与我国改革开放有着密切的联系

Close connection of Montessori development in China and China's opening up

➡ 与我国幼教改革，特别是《3-6岁儿童学习与发展指南》对儿童发展的要求有着紧密的联系

First, close connection to reforms in early childhood education, especially the requirement of <Learning And Developing Guide For 3-6yrs Children >

➡ 由于国际学术交流活动日益增多，我国蒙氏教育的研究也遵循了引进来和走出去的路线

Increase in international academic exchange brings ideas in and out of China

- 纵观我国幼儿园课程发展100多年历史，可以明显地看到这样一个主线：即课程改革一直是学前教育改革的核心和突破口。进入新的世纪，全面考察我国学前教育课程的发展，我们可以从中获得如下启示：只有充分吸收历史经验和中外幼儿教育的精华，植根于中国实际探索适合国情的具有自己民族特色的幼儿园课程理论与实践，才能实现幼儿教育课程的中国化。

Throughout more than 100 years history of kindergarten curriculum development in our country ,it is clearly that : the curriculum reform has always been the core of preschool education reform and breakthrough. Running into the new century,with the comprehensive study on the development of China's preschool education curriculum in, we can apuire the following enlightenment: only with absorbing the historical experience and the essence of Chinese and foreign children's education, and rooted in our country's actual exploration has their own national characteristics suited to the condition of the kindergarten curriculum theory and practice, only by this way, can we realize the nativization of early childhood education courses.



### (三) 蒙氏教育

Montessori Te

走向学院化

search Institute

蒙氏教育开展的关键是有合  
格的幼儿教师

The fundamental for development of  
Montessori is qualified teachers

- 东北师范大学率先创立了蒙台梭利幼儿教育专业，在今年即将有本科毕业生

Northeast Normal University took the lead in establishing a Montessori early childhood education specialization and will graduate its first degree holders next year.

- 辽宁师范大学也于2007年建立蒙台梭利学前教育硕士课程班

In 2007 Liaoning Normal University established the first master's degree curriculum for Montessori pre-school education.

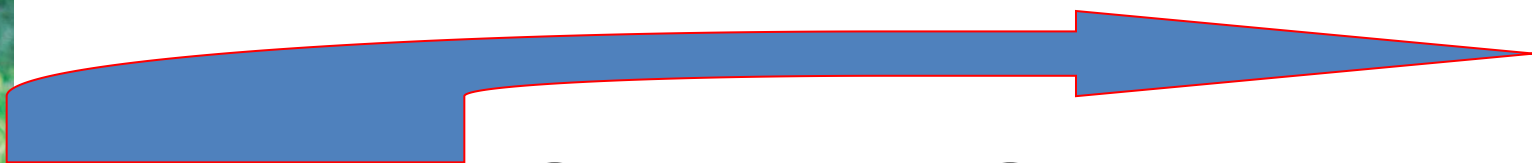


## 二、蒙台梭利教育实践中国实证研究

Researches of Montessori Education in China



Montessori  
Asia



阶段1

Stage 1

蒙台梭利班  
幼儿个性发  
展的研究(刘  
文, 梁楠)

personality  
development in  
Montessori  
school

阶段2

stage 2

蒙台梭利班  
幼儿创造性  
人格培养

creative  
personality  
development in  
Montessori  
school

阶段3

stage 3

蒙台梭利班  
幼儿创造性  
人格与认知  
关系(混龄教  
育)

relationship of  
children's  
creative  
personality and  
cognition in  
Montessori  
classroom

阶段4

Stage 4

蒙台梭利教  
育对幼儿创  
造力发展的  
影响(纵向研  
究)

effects of  
Montessori  
education on  
children's  
creativity  
(longitudinal  
study)

# （一）蒙台梭利班幼儿个性发展的研究

Research of Children's Character in Montessori Classroom

➤ 成果论文：《蒙台梭利教学法对幼儿个性影响的实验研究》

Thesis: "Experimental Research into Effects of Montessori Education on Personality Development"

➤ 研究目的：考察蒙台梭利幼儿教学法对幼儿个性发展的影响

Purpose: Analyze Montessori's influence on Personality development

➤ 被试：从一所蒙台梭利幼儿园和一所普通幼儿园，随机抽取被试共197名

Subjects: Random sampling of 197 subjects from 1 Montessori and 1 traditional Kindergarten

➤ 研究工具：《中国城市儿童个性个性评定量表（3-6岁）》

Tools, "China's City Children's Character Assessment Table (Ages 3-6)"

## ➤ 研究结果: results

蒙台梭利班与普通班幼儿在创造力、焦虑、利他性、合群性、亲社会性总分以及活跃性的发展上差异显著，除焦虑外，蒙台梭利班均好于普通班

The significant is difference on creativity, anxiety, altruist, gregarious, pro-social and activity between children in Montessori class and normal class, exclude anxiety, Montessori class is better than normal class

表1 两所幼儿园幼儿个性差异检验（自我意识）

特质	蒙台梭利 (n=90)		普通 (n=90)		
	M	S	M	S	t
自信	13.45	2.25	13.92	2.40	-1.426
自尊	13.42	2.26	13.79	2.07	-1.217
自我评价	12.20	1.57	12.43	2.29	-0.898
独立性	13.78	2.16	13.30	3.31	1.525
主动性	6.97	1.34	7.22	1.39	-1.279
自制性	12.80	1.50	12.62	1.95	0.722
自我意识	72.61	8.94	73.28	8.04	-0.548

注: \* $p < 0.05$ , \*\* $p < 0.01$ , \*\*\* $p < 0.001$

表2 两所幼儿园幼儿个性差异检验（智能特征）

特质	蒙台梭利 (n=90)		普通 (n=90)		
	M	S	M	S	t
聪慧性	20.58	4.03	20.65	4.37	-0.117
探索性	13.45	2.46	13.77	2.58	-0.903
语言能力	7.00	1.56	6.77	1.55	1.029
组织能力	6.35	1.74	6.12	1.53	1.011
创造性	6.92	1.25	5.94	1.83	3.501***
动手能力	6.59	1.50	6.75	1.50	-0.741
智能特征	60.70	11.10	60.01	10.89	0.439

注: \* $p < 0.05$ , \*\* $p < 0.01$ , \*\*\* $p < 0.001$

表 3 两所幼儿园幼儿个性差异检验（意志特征）

	蒙台梭利（n=90）		普通（n=90）		
特质	M	S	M	S	t
坚持性	12.79	1.62	12.84	1.56	-0.352
耐受性	11.84	1.71	11.47	1.87	1.583
真诚	7.40	1.01	7.43	1.37	-0.156
认真性	6.53	1.20	6.37	1.45	0.874
意志特征	38.56	4.05	38.13	3.95	0.729

注：\* $p < 0.05$ ，\*\* $p < 0.01$ ，\*\*\* $p < 0.001$ 

表 4 两所幼儿园幼儿个性差异检验（情绪情感）

	蒙台梭利（n=90）		普通（n=90）		
特质	M	S	M	S	t
激烈性	5.55	1.44	5.24	1.62	1.436
焦虑	5.80	1.35	6.34	1.54	-2.595***
持续性	6.24	1.19	5.97	1.40	1.451
关爱	15.03	1.65	14.95	1.74	0.361
情绪情感	32.63	3.30	32.50	2.95	0.292

注：\* $p < 0.05$ ，\*\* $p < 0.01$ ，\*\*\* $p < 0.001$



表5 两所幼儿园幼儿个性差异检验（亲社会性）

	蒙台梭利（n=90）		普通（n=90）		
特质	M	S	M	S	t
同情心	12.54	2.45	12.17	2.20	1.127
利他性	13.25	2.18	12.64	1.77	2.148 <sup>*</sup>
合群性	13.79	2.09	13.06	1.88	2.589 <sup>**</sup>
友好	12.50	2.25	12.20	2.20	0.951
攻击性	8.46	2.37	7.98	2.78	1.294
亲社会性	60.54	8.42	58.05	6.28	2.346 <sup>*</sup>

注：<sup>\*</sup> $p < 0.05$ ，<sup>\*\*</sup> $p < 0.01$ ，<sup>\*\*\*</sup> $p < 0.001$ 

表6 两所幼儿园幼儿个性差异检验（活动性）

	蒙台梭利（n=90）		普通（n=90）		
特质	M	S	M	S	t
内外向	13.38	3.05	13.13	2.65	0.606
支配性	12.04	2.64	11.72	2.51	0.868
适应性	7.00	1.48	7.09	1.27	-0.455
社交技能	7.06	1.28	7.11	1.28	-0.254
活跃性	13.19	1.72	12.34	6.82	3.680 <sup>***</sup>
活动性	52.67	8.93	51.39	6.28	1.127

注：<sup>\*</sup> $p < 0.05$ ，<sup>\*\*</sup> $p < 0.01$ ，<sup>\*\*\*</sup> $p < 0.001$

蒙台梭利小班幼儿在耐受性、认真性、合群性、活跃性发展上优于普通班，差异显著

The development of children's tolerance, serious, gregarious, activity in Montessori small class is better than in normal small class

表7 两所幼儿园小班幼儿个性差异检验（自我意识）

特质	蒙台梭利 (n=90)		普通 (n=90)		
	M	S	M	S	t
自信	13.73	2.60	14.41	1.88	-1.173
自尊	13.97	3.13	13.19	2.10	0.478
自我评价	14.00	2.39	13.47	2.26	-1.343
独立性	13.78	2.16	13.30	3.31	0.900
主动性	7.13	1.50	7.69	1.00	-1.699
自制性	12.73	1.93	12.72	2.30	0.027
自我意识	74.10	11.13	75.13	7.99	-0.419

注：\* $p < 0.05$ ，\*\* $p < 0.01$ ，\*\*\* $p < 0.001$

表8 两所幼儿园小班幼儿个性差异检验（智能特征）

特质	蒙台梭利 (n=90)		普通 (n=90)		
	M	S	M	S	t
聪慧性	21.57	4.51	19.63	4.38	1.719
探索性	13.20	2.85	12.81	2.31	0.591
语言能力	6.97	2.01	6.63	1.64	0.736
组织能力	5.93	2.21	6.03	1.38	-0.214
创造性	6.70	1.24	6.66	1.31	0.135
动手能力	6.80	1.63	6.31	1.26	1.325
智能特征	61.17	13.01	58.06	10.67	1.030

注：\* $p < 0.05$ ，\*\* $p < 0.01$ ，\*\*\* $p < 0.001$

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表 9 两所幼儿园小班幼儿个性差异检验（意志特征）

	蒙台梭利（n=90）		普通（n=90）		
特质	M	S	M	S	t
坚持性	12.83	2.02	12.84	1.82	-0.021
耐受性	11.60	2.43	10.41	1.86	2.179
真诚	8.03	1.38	7.66	0.87	1.281
认真性	6.43	1.57	5.06	1.19	3.892***
意志特征	38.90	6.10	35.97	3.67	2.309

注：\* $p < 0.05$ ，\*\* $p < 0.01$ ，\*\*\* $p < 0.001$

表 10 两所幼儿园小班 幼儿个性差异检验（情绪情感）

	蒙台梭利（n=90）		普通（n=90）		
特质	M	S	M	S	t
激烈性	5.10	1.95	5.50	2.09	-0.776
焦虑	5.43	1.61	5.91	1.51	-1.193
持续性	6.03	1.30	5.50	1.50	1.490
关爱	15.13	2.18	14.66	1.15	1.068
情绪情感	31.70	4.37	31.56	3.44	0.138

注：\* $p < 0.05$ ，\*\* $p < 0.01$ ，\*\*\* $p < 0.001$

表 11 两所幼儿园小班幼儿个性差异检验（亲社会性）

	蒙台梭利（n=90）		普通（n=90）		
特质	M	S	M	S	t
同情心	10.60	2.49	10.88	2.38	-0.445
利他性	12.10	2.48	12.16	1.59	-0.107
合群性	13.73	2.43	12.25	1.87	2.703 <sup>**</sup>
友好	11.13	2.58	11.41	2.17	-0.452
攻击性	7.17	2.38	6.81	1.84	0.658
亲社会性	54.73	9.06	53.50	5.71	0.646

注：<sup>\*</sup> $p < 0.05$ ，<sup>\*\*</sup> $p < 0.01$ ，<sup>\*\*\*</sup> $p < 0.001$

表 12 两所幼儿园小班幼儿个性差异检验（活动性）

	蒙台梭利（n=90）		普通（n=90）		
特质	M	S	M	S	t
内外向	12.70	3.78	13.25	1.85	-0.720
支配性	10.90	3.00	11.91	2.26	-1.498
适应性	7.00	1.84	7.66	0.75	-1.820
社交技能	7.17	1.53	7.31	1.00	-0.447
活跃性	13.27	1.57	11.66	1.21	4.536 <sup>***</sup>
活动性	51.03	10.17	51.78	5.55	-0.356

注：<sup>\*</sup> $p < 0.05$ ，<sup>\*\*</sup> $p < 0.01$ ，<sup>\*\*\*</sup> $p < 0.001$

蒙台梭利中班与普通中班幼儿在独立性、内外向、社交技能、活动性上发展差异显著，除焦虑外，蒙台梭利班均好于普通班

The significant is difference on Independence, internal and external , social skills and activity between children in Montessori middle class and normal middle class, exclude anxiety, Montessori class is better than normal class

表 13 两所幼儿园中班幼儿个性差异检验（自我意识）

	蒙台梭利 (n=90)		普通 (n=90)		
特质	M	S	M	S	t
自信	13.53	1.54	13.41	1.99	0.272
自尊	13.25	1.74	14.18	2.11	-1.939
自我评价	11.97	1.53	11.79	1.90	0.409
独立性	13.72	1.62	12.82	1.80	2.124
主动性	7.16	1.08	7.18	1.29	-0.069
自制性	12.44	0.88	12.59	1.60	-0.479
自我意识	72.06	5.54	71.97	6.37	0.062

注：\* $p < 0.05$ ，\*\* $p < 0.01$ ，\*\*\* $p < 0.001$

表 14 两所幼儿园中班幼儿个性差异检验（智能特征）

	蒙台梭利 (n=90)		普通 (n=90)		
特质	M	S	M	S	t
聪慧性	19.75	2.70	20.26	3.70	-0.642
探索性	13.69	1.84	14.12	2.83	-0.737
语言能力	6.81	1.06	7.15	1.37	-1.111
组织能力	6.34	1.18	6.26	1.66	0.224
创造性	6.75	1.16	6.21	1.17	1.889
动手能力	6.19	1.00	6.50	1.31	-1.086
智能特征	59.53	6.86	60.50	9.92	-0.464

注：\* $p < 0.05$ ，\*\* $p < 0.01$ ，\*\*\* $p < 0.001$

表 15 两所幼儿园中班幼儿个性差异检验（意志特征）

	蒙台梭利（n=90）		普通（n=90）		
特质	M	S	M	S	t
坚持性	13.09	1.28	13.00	1.48	0.275
耐受性	12.34	0.94	12.47	1.54	-0.406
真诚	7.00	1.19	7.00	1.26	0.000
认真性	6.44	0.80	6.97	1.11	-2.220
<b>意志特征</b>	38.88	2.70	39.44	3.92	-0.686

注：\* $p < 0.05$ ，\*\* $p < 0.01$ ，\*\*\* $p < 0.001$ 

表 16 两所幼儿园中班幼儿个性差异检验（情绪情感）

	蒙台梭利（n=90）		普通（n=90）		
特质	M	S	M	S	t
激烈性	5.44	1.27	4.85	1.21	1.917
焦虑	6.03	1.03	7.53	1.16	-5.530***
持续性	6.31	1.26	5.94	1.20	1.226
关爱	14.78	1.60	14.79	1.25	-0.037
<b>情绪情感</b>	32.56	2.27	33.12	2.25	-0.997

注：\* $p < 0.05$ ，\*\* $p < 0.01$ ，\*\*\* $p < 0.001$

表 17 两所幼儿园中班幼儿个性差异检验（亲社会性）

	蒙台梭利（n=90）		普通（n=90）		
特质	M	S	M	S	t
同情心	13.06	1.88	13.50	1.38	-1.082
利他性	13.38	1.72	13.12	1.68	0.615
合群性	13.69	1.91	13.68	1.80	0.024
友好	12.84	1.61	12.32	1.98	1.167
攻击性	9.13	2.60	9.41	2.84	-0.427
亲社会性	62.09	6.62	62.03	4.71	0.046

注：\* $p < 0.05$ ，\*\* $p < 0.01$ ，\*\*\* $p < 0.001$

表 18 两所幼儿园中班幼儿个性差异检验（活动性）

	蒙台梭利（n=90）		普通（n=90）		
特质	M	S	M	S	t
内外向	13.47	2.40	11.56	2.38	3.250**
支配性	12.38	1.98	12.00	3.07	0.593
适应性	7.00	1.27	6.29	1.29	2.237
社交技能	6.81	0.82	6.18	1.03	2.765***
活跃性	13.00	1.59	12.38	1.44	1.660
活动性	52.66	7.09	48.41	7.22	2.407*

注：\* $p < 0.05$ ，\*\* $p < 0.01$ ，\*\*\* $p < 0.001$



蒙台梭利大班幼儿在创造性、激烈性、同情心、利他性、亲社会性总分以及支配性的发展上好于普通班，差异显著

The development of children' creativity, Intensity, compassion, altruism, pro-social, dominant in Montessori big class is better than in normal big class

表 19 两所幼儿园大班幼儿个性差异检验（自我意识）

	蒙台梭利 (n=90)		普通 (n=90)		
特质	M	S	M	S	t
自信	13.12	2.48	13.97	3.06	-1.270
自尊	13.09	1.69	13.54	2.29	-0.935
自我评价	12.12	1.47	12.34	1.68	-0.592
独立性	13.65	2.44	13.60	2.69	0.076
主动性	6.65	1.39	6.83	1.67	-0.490
自制性	13.21	1.47	12.57	1.96	1.517
自我意识	71.82	9.45	72.86	9.36	-0.456

注：\* $p < 0.05$ ，\*\* $p < 0.01$ ，\*\*\* $p < 0.001$

表 20 两所幼儿园大班幼儿个性差异检验（智能特征）

	蒙台梭利 (n=90)		普通 (n=90)		
特质	M	S	M	S	t
聪慧性	20.50	4.53	21.97	4.73	-1.319
探索性	13.44	2.64	14.31	2.37	-1.445
语言能力	7.12	1.51	6.54	1.60	1.769
组织能力	6.74	1.78	6.06	1.55	1.688
创造性	6.71	1.36	5.03	2.36	3.632***
动手能力	6.79	1.74	7.40	1.68	-1.471
智能特征	61.38	12.63	61.31	11.99	0.023

注：\* $p < 0.05$ ，\*\* $p < 0.01$ ，\*\*\* $p < 0.001$

中

表 21 两所幼儿园大班幼儿个性差异检验（意志特征）

	蒙台梭利（n=90）		普通（n=90）		
特质	M	S	M	S	t
坚持性	12.47	1.48	12.77	1.42	-0.862
耐受性	11.59	1.42	11.46	1.67	0.351
真诚	7.21	1.17	7.63	1.75	-1.181
认真性	6.71	1.14	6.97	1.15	-0.962
意志特征	37.97	4.25	38.83	3.49	-0.919

注：\* $p < 0.05$ ，\*\* $p < 0.01$ ，\*\*\* $p < 0.001$

表 22 两所幼儿园大班幼儿个性差异检验（情绪情感）

	蒙台梭利（n=90）		普通（n=90）		
特质	M	S	M	S	t
激烈性	6.06	0.81	5.34	1.44	2.454***
焦虑	5.91	1.33	5.57	1.17	1.127
持续性	6.35	1.04	6.43	1.36	-0.259
关爱	15.18	1.78	15.37	2.43	-0.381
情绪情感	33.50	2.85	32.74	2.92	1.088

注：\* $p < 0.05$ ，\*\* $p < 0.01$ ，\*\*\* $p < 0.001$

表 23 两所幼儿园大班幼儿个性差异检验（亲社会性）

	蒙台梭利 (n=90)		普通 (n=90)		
特质	M	S	M	S	t
同情心	13.76	1.81	12.06	1.97	3.747***
利他性	14.15	1.86	12.63	1.93	3.329***
合群性	13.97	1.97	13.20	1.75	1.656
友好	13.38	1.92	12.80	2.29	1.144
攻击性	8.97	1.64	7.66	2.90	3.306
亲社会性	64.21	6.62	58.34	5.43	4.015***

注：\* $p < 0.05$ ，\*\* $p < 0.01$ ，\*\*\* $p < 0.001$ 

表 24 两所幼儿园大班幼儿个性差异检验（活动性）

	蒙台梭利 (n=90)		普通 (n=90)		
特质	M	S	M	S	t
内外向	13.88	2.85	14.54	2.74	-0.983
支配性	12.74	2.60	11.29	2.09	2.556***
适应性	7.00	1.35	7.34	1.26	-1.092
社交技能	7.21	1.39	7.83	1.20	-1.995
活跃性	13.29	1.98	12.91	1.65	0.867
活动性	54.12	9.32	53.91	6.52	0.105

注：\* $p < 0.05$ ，\*\* $p < 0.01$ ，\*\*\* $p < 0.001$

## ➤ 结论: conclusion

1. 蒙台梭利教学法对幼儿个性有促进作用，并呈随年龄增长而上升的趋势。

Montessori education promotes character development, and the trend intensifies as the children grow older.

2. 蒙氏小班幼儿个性在意志特征维度和耐受性、认真性、合群性和活跃性四个特质上优于非蒙氏班。

Montessori youngest age children excel in comparison to non- Montessorians in the qualities of tolerance, dedication, sociability, liveliness.

3. 蒙氏中班幼儿活动性维度和独立性、内外向、适应性、社交技能等方面优于非蒙氏班，焦虑水平明显低于非蒙氏班。

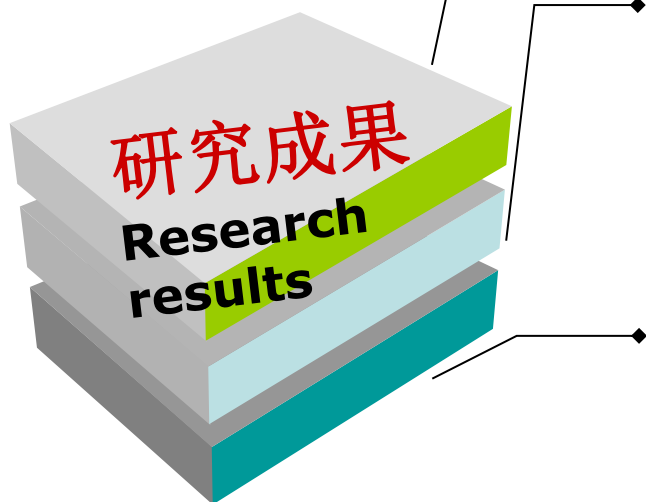
Mid age Montessori children excel in activity level and independence, outgoingness, adaptability, social skills, and show markedly less anxiety.

4. 蒙氏大班幼儿在亲社会性维度和创造性、激烈性、同情心、利他性、支配性5个特质上优于非蒙氏班。3个年龄阶段问卷总分蒙氏班均高于非蒙氏班。

Montessori older age children excel in the qualities of pro-sociability, creativity, intensity, compassion, consideration. In questionnaire results for all three year levels, the total score for Montessori children was superior to non-Montessori.

## (二) 蒙台梭利班幼儿创造性人格的研究

Research of children's creative personality in Montessori classroom



《蒙台梭利教育中幼儿创造性人格的比较与研究》

• "Research and Comparison of Montessori Children's Creativity"

《蒙台梭利教育有效促进幼儿创造性人格发展的研究》

• "Research on How Montessori and Its Effective Promotion of Children's Creativity"

《借鉴蒙台梭利教育培养幼儿创造性人格实践初探》

• "Preliminary Investigation into Practices Taken from Montessori on Developing Children's Creativity"



# 研究一：蒙台梭利教育中幼儿创造性人格的比较与研究

Study 1, "Comparative Research on Creativity Development of Mid Age Group Montessori Children"

## 1. 研究思路

### Research Considerations

本研究尝试从蒙台梭利教育和非蒙台梭利教育两种模式下，通过问卷、观察、个案分析等方法来了解幼儿创造性人格的发展状况，并以科学的数据对儿童创造性人格的特质加以对比较、分析。

Using questionnaires, observation, case study analysis, and other means, this research attempts to understand the developmental conditions for children's creativity from Montessori and non-Montessori models, and provide an in-depth comparison and analysis of children's creativity using scientific data .







## 2. 被试

### Research Subjects

随机抽取西安市1所幼儿园的4-6岁幼儿，共180名，每个年龄段蒙氏班与非蒙氏班人数相同，且男女比例大致相当。

The sample is children ages 4-6 from a kindergarten in Xian, 180 participants in total, at each age level the number of Montessori and non-Montessori students was equal, and the ratio of boys and girls was comparable.

## 3. 研究工具

### Research Tools

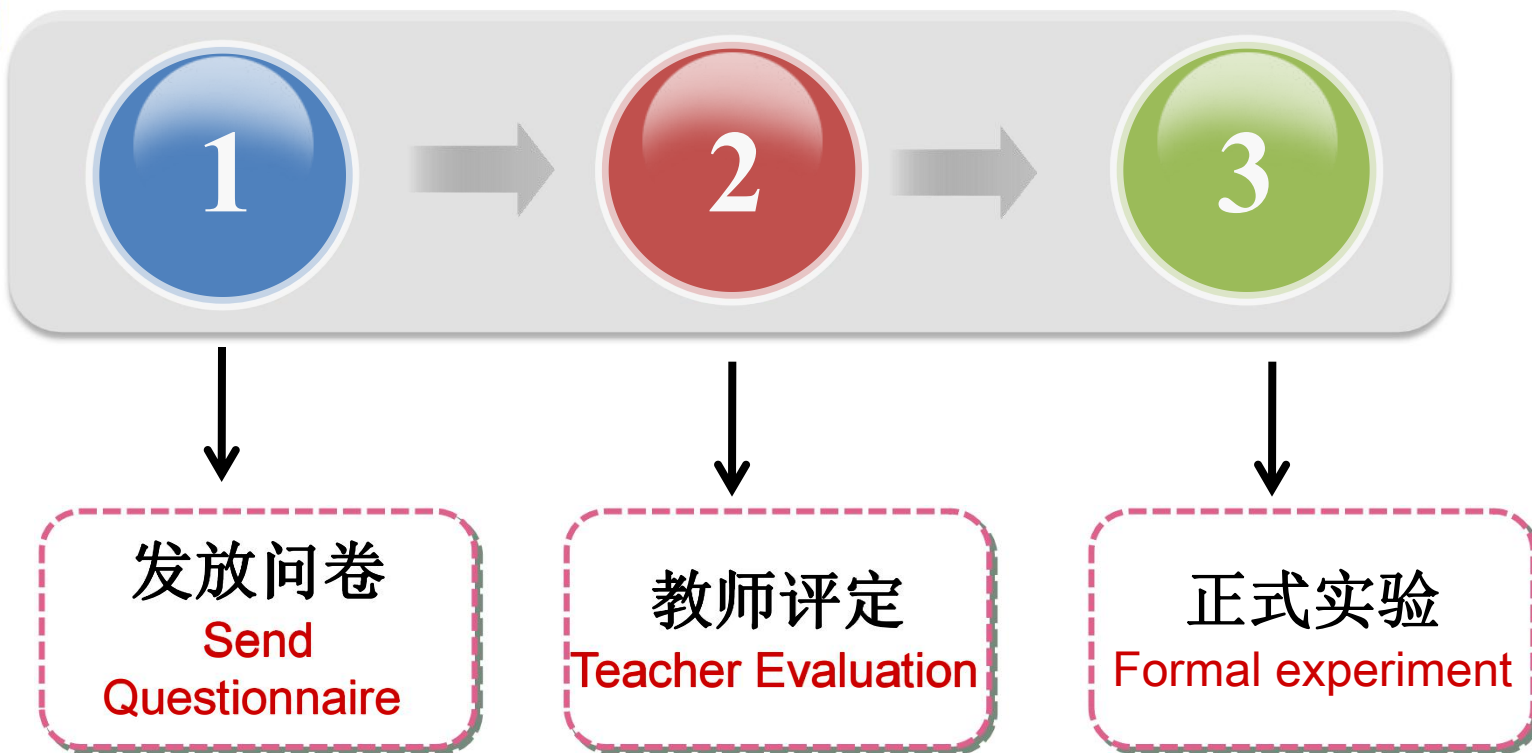
《幼儿创造性人格倾向教师评定问卷》

“Questionnaire on Teachers’ Assessment of Children’s Tendencies toward Creativity”



## 4. 研究程序

Research Procedures





## 5. 研究结果:

### Results

蒙台梭利班幼儿创造性人格  
总体发展好于常规班

The whole development of children's  
creative personality in Montessori class  
is better than in normal class

表1 蒙台梭利班与常规班幼儿创造性人格总体发展比较 (N=180)

特质	蒙台梭利班 (n=90)		常规班 (n=90)		t
	M	S	M	S	
新异性	27.47	7.02	24.03	7.50	3.170***
独立性	29.67	6.18	25.23	7.21	4.429***
成就感	22.18	3.81	18.84	4.95	5.064***
合作性	14.89	2.83	12.81	3.31	3.652***
自信心	12.71	3.13	10.22	3.41	5.105***
敏感性	21.21	4.23	17.64	5.14	5.083***
好奇心	13.02	3.53	11.28	3.53	3.318**
审美性	6.89	1.68	6.40	1.85	1.855
幽默感	5.99	1.50	5.30	1.50	3.075**
总分	153.62	26.53	131.77	33.63	4.840***

注: \* $p < 0.05$ , \*\* $p < 0.01$ , \*\*\* $p < 0.001$



## 蒙台梭利班4岁幼儿创造性人格发展好于常规班

The development of 4 year old children's creative personality in Montessori class is better than in normal class

表2 蒙台梭利班与常规班4岁幼儿创造性人格发展的差异检验 (N=60)

	蒙台梭利班 (n=30)		常规班 (n=30)		
特质	M	S	M	S	t
新异性	27.63	7.53	22.97	5.86	2.679 <sup>*</sup>
独立性	28.70	6.66	25.63	6.14	1.854
成就感	22.53	4.83	17.83	4.40	3.937 <sup>*</sup>
合作性	14.13	3.20	12.33	2.56	2.332 <sup>**</sup>
自信心	12.53	3.91	9.90	2.83	2.987 <sup>**</sup>
敏感性	20.40	5.47	15.60	3.83	3.938 <sup>***</sup>
好奇心	11.83	4.15	10.80	3.04	1.099
审美性	6.77	1.91	6.60	1.38	0.388
幽默感	5.80	1.94	5.07	1.34	1.706
总分	150.33	34.31	126.73	28.72	2.889 <sup>**</sup>

注: <sup>\*</sup> $p < 0.05$ , <sup>\*\*</sup> $p < 0.01$ , <sup>\*\*\*</sup> $p < 0.001$



## 蒙台梭利班5岁幼儿创造性人格发展好于常规班

The development of 5 year old children's creative personality in Montessori class is better than in normal class.

表3 蒙台梭利班与常规班5岁幼儿创造性人格发展的差异检验 (N=60)

	蒙台梭利班 (n=30)		常规班 (n=30)		
特质	M	S	M	S	t
新异性	24.67	7.31	26.03	7.20	-7.30
独立性	29.90	5.36	23.60	5.67	4.419 <sup>***</sup>
成就感	21.83	3.73	19.73	4.40	1.993
合作性	14.60	2.65	13.07	2.61	2.258 <sup>*</sup>
自信心	12.17	3.24	11.03	3.21	1.361
敏感性	21.73	3.42	19.17	4.18	2.603 <sup>*</sup>
好奇心	12.97	3.29	11.93	3.74	1.137
审美性	7.33	1.92	6.37	1.52	2.164
幽默感	5.90	1.40	5.33	1.63	1.447
总分	151.10	26.38	136.27	28.59	2.088 <sup>*</sup>

注: \* $p < 0.05$ , \*\* $p < 0.01$ , \*\*\* $p < 0.001$





## 蒙台梭利班6岁幼儿创造性人格发展好于常规班

The development of 6 year old children's creative personality in Montessori classes is better than in normal classes

表4 蒙台梭利班与常规班6岁幼儿创造性人格发展的差异检验 (N=60)

	蒙台梭利班 (n=30)		常规班 (n=30)		
特质	M	S	M	S	t
新异性	30.10	5.09	23.10	8.96	3.721***
独立性	30.40	6.52	26.47	9.23	1.907
成就感	22.17	2.64	18.97	5.88	2.721**
合作性	14.73	2.66	13.03	4.35	1.825
自信心	13.43	1.83	9.73	4.03	4.574***
敏感性	21.50	3.48	18.17	6.49	2.480*
好奇心	14.17	2.65	11.10	3.77	3.762***
审美性	6.57	1.01	6.23	2.50	0.677
幽默感	6.27	1.05	5.50	1.55	2.246*
总分	159.43	15.29	132.30	42.21	3.310***

注: \* $p < 0.05$ , \*\* $p < 0.01$ , \*\*\* $p < 0.001$



## 蒙台梭利班女孩创造性人格的发展好于男孩

The development of girls' creative personality in Montessori classes is better than boys'.

表5 蒙台梭利班幼儿创造性人格发展的性别差异检验 (N=90)

	男 (n=49)		女 (n=41)		
特质	M	S	M	S	t
新异性	28.16	7.14	26.63	6.87	1.029
独立性	27.41	6.04	32.37	5.24	-4.116***
成就感	22.02	3.75	22.37	3.92	-0.427
合作性	13.67	2.91	15.46	2.42	-3.134**
自信心	12.80	3.11	12.61	3.18	0.280
敏感性	20.57	4.49	21.98	3.80	-1.583
好奇心	13.49	3.86	12.46	3.03	0.082
审美性	6.10	1.37	7.83	1.53	0.547***
幽默感	6.16	1.55	5.78	1.44	0.915
总分	150.39	27.52	157.49	25.07	-1.269

注：\*\* $p < 0.01$ ，\*\*\* $p < 0.001$



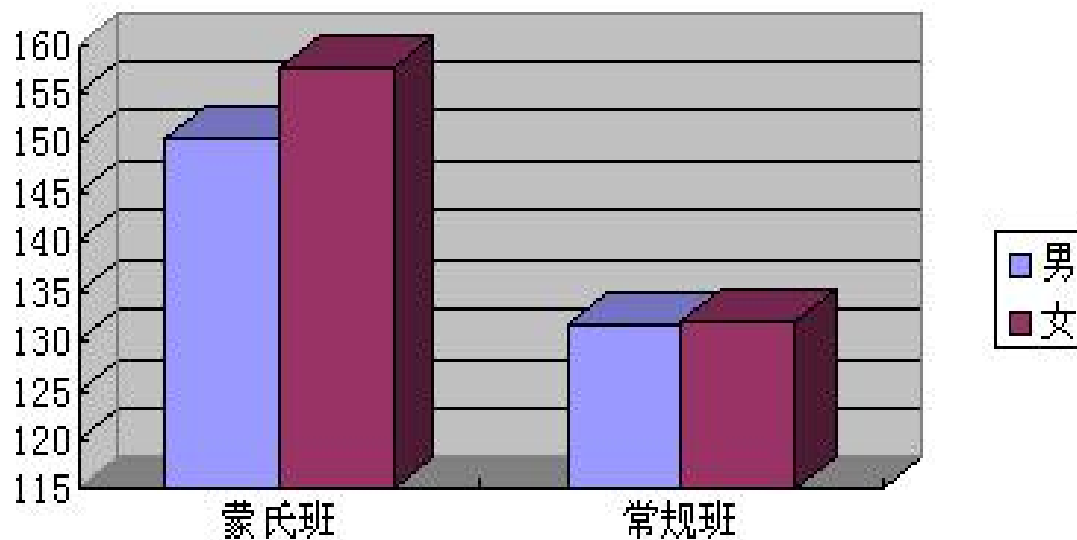


图2 蒙台梭利班与常规班幼儿创造性人格发展总体性别差异

Graph 2 Gender differences of creative personality between Montessori class and normal class



## 6. 结论:

### Conclusion



(1) 蒙氏班4-6岁幼儿创造性人格总体的发展水平明显好于常规班幼儿。

The level of creativity development in Montessori children ages 4-6 is markedly greater than in non-Montessori children.

(2) 蒙氏班与常规班幼儿创造性人格发展的年龄差异均不显著。但任何一个年龄段蒙氏班幼儿创造性人格的发展水平都好于常规班，并且差异显著。

The age of creativity development in Montessori and non-Montessori children was no different, but the level of creative development was strikingly higher in Montessori students.

(3) 蒙氏班与常规班幼儿创造性人格发展的性别差异均不显著，女孩略高于男孩。

The difference in creativity between boys and girls in both the Montessori and non-Montessori classes was not marked, although girls scored slightly higher than boys.



## 研究二：蒙台梭利教育有效促进幼儿创造性人格发展的研究

### Study 2, Study on Montessori Effectively Promoting Development of Creativity



# 1. 研究思路

## Research Consideration

本研究采用问卷法、观察法对蒙氏班和非蒙氏班幼儿的创造性人格的发展情况进行分析，用数据对比来说明蒙特梭利教育理论和教学法的创造性、科学性、先进性和实践性

This study uses a questionnaire and observations in analyzing research into developmental conditions for creativity, and it uses comparative data to explain the creativity, scientific nature, progressiveness and practicality of Montessori theory and methods.





## 2. 被试

### Research Subjects

随机抽取来自成都、青岛、烟台等3所幼儿园的3-5岁幼儿，共计184人，蒙氏班和常规班人数各半，男女比例大致相当。

The subjects were students ages 3-5 from three kindergartens in Chengdu, Qingdao and Yantai, a total of 184 children, half each from Montessori and traditional kindergartens, approximately the same ratio of boys and girls.



### 3. 研究结果:

#### Results



蒙台梭利班幼儿创造性人格发展  
好于常规班

The development of children's creative  
personality in Montessori class is better than in  
normal class

表1 蒙台梭利班与常规班幼儿创造性人格总体发展比较 (N=184)

特质	蒙台梭利班 (n=92)		常规班 (n=92)		t
	M	S	M	S	
新异性	27.23	5.63	26.22	5.50	1.269
独立性	28.48	5.50	28.15	6.07	0.382
成就感	22.07	3.60	22.63	4.84	-0.900
合作性	14.59	2.85	13.61	2.38	2.527 <sup>*</sup>
自信心	12.48	2.74	11.66	2.68	2.043 <sup>*</sup>
敏感性	19.92	4.04	19.61	3.82	0.543
好奇心	12.53	3.15	11.98	3.24	1.176
审美性	7.17	1.67	6.88	1.51	1.248
幽默感	6.21	1.44	5.53	1.38	3.241 <sup>**</sup>
总分	153.72	21.14	146.27	22.60	2.308 <sup>*</sup>

注: <sup>\*</sup>p < 0.05, <sup>\*\*</sup>p < 0.01

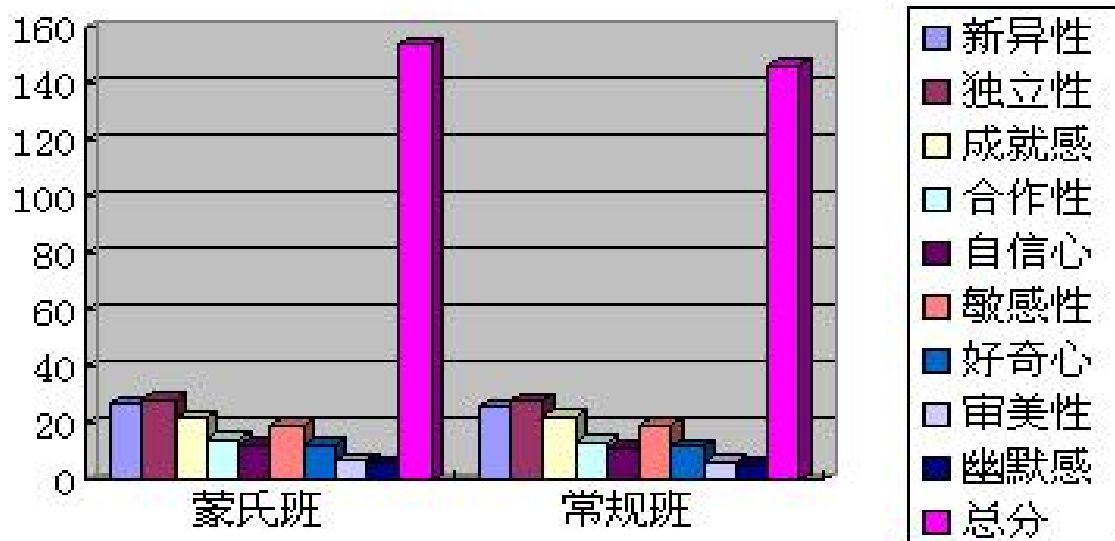


图 1 蒙台梭利班与常规班幼儿创造性人格总体发展比较

**Graph 1 Differences of the development of creative personality between Montessori class and normal class**



每个年龄段蒙台梭利班幼儿创造性人格的发展都好于常规班，4岁差异显著

In each stage, The development of children's creative personality in Montessori class is better than in normal class, the difference is significant in 4.

表2 蒙台梭利班与常规班幼儿创造性人格发展总体年龄差异比较 (N=184)

	3岁 (n=62)		4岁 (n=60)		5岁 (n=62)	
	M	S	M	S	M	S
蒙台梭利班	148.87	19.25	152.03	26.00	160.19	16.16
常规班	141.51	22.28	139.70	18.53	157.39	22.95
t	1.391		2.116		0.557	

注:  $p < 0.05$



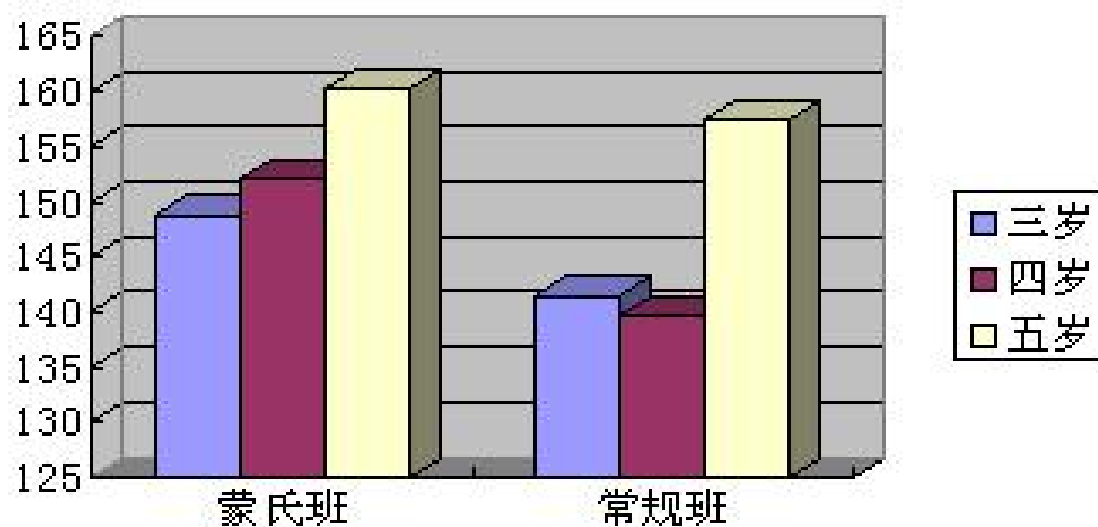


图2 蒙台梭利班与常规班幼儿创造性人格总体年龄差异比较

Graph 2 Age differences of creative personality between Montessori class and normal class



蒙台梭利班男孩创造性人格的发展水平好于常规班，差异显著。

The development of boys' creative personality in Montessori class is better than in normal class, the significant is difference.

表3 蒙台梭利班与常规班幼儿创造性人格发展总体性别差异比较 (N=184)

班形	男 (n=95)		女 (n=89)	
	M	S	M	S
蒙台梭利班	155.49	20.65	151.87	21.72
常规班	143.33	18.22	149.48	26.41
t	3.044**		0.467	

注：\*\* $p < 0.01$



## 4. 结论

conclusion



❖ 蒙氏班与常规班3-5岁幼儿创造性人格的发展总体上都是随着年龄的增长而成上升的趋势，但发展的速度不均衡。在任何一个年龄段创造性人格的得分上，蒙氏班均高于常规班，四岁差异显著。

The Montessori and non-Montessori children both increased in creativity with age, but the speed of development was not uniform. At any age level and assessment of creativity, Montessori children outscored non-Montessori, with a striking difference at age 4.

❖ 蒙氏班3-5岁幼儿创造性人格总体的发展水平优于常规班幼儿

The creativity of the Montessori children ages 3-5 was superior to the non-Montessori children



- ❖ 蒙氏班与常规班3-5岁幼儿创造性人格发展的性别差异均不显著，蒙氏班男孩略高于女孩，常规班女孩略高于男孩

There was no significant difference in either traditional or Montessori children's creativity based on gender, Montessori boys scored slightly higher than the girls, and the girls in traditional environments scored slightly higher than the boys.

- ❖ 蒙台梭利教育能够有效促进幼儿创造性人格的发展

Montessori education can effectively promote the development of creativity in children.

- ❖ 蒙台梭利教育是科学的

Montessori education is scientific



# 研究三：借鉴蒙台梭利教育培养幼儿创造性人格实践初探

## Study 3, Preliminary Investigation of Practices Learned from Montessori Character Development



### 1. 研究思路

#### Research Considerations

采用《0—6岁婴幼儿发育筛查测验》、《瑞文测试》、《幼儿创造性人格评定》等工具来探讨蒙氏教学对幼儿创造性人格的影响

Three methods for investigating the influence of Montessori on children's creativity," Children Ages 0-6 Screening Test", "Raven Test", "Assessment of Children's Capability"



## 2. 研究成果

### Results



蒙氏班幼儿三大能区处于不断发展中

The development of three areas in Montessori class is going on

表 1 三大能区发展水平

	运动			社会适应			智力		
测试时间	前测	中测	后测	前测	中测	后测	前测	中测	后测
低于实际月龄	16%	11%	8.3%	42%	27%	18.3%	28%	26%	23%
相适应	51%	27%	11.7%	39%	27%	21.7%	47%	48%	28.6%
高于实际月龄	33%	62%	80%	19%	46%	60%	25%	26%	48.4%



## 蒙氏班幼儿创造性人格发展好于常规班

The development of children's creative personality in Montessori class is better than in normal classes



表 2 蒙氏班与常规班幼儿创造性人格总体发展比较 (N=180)

特质	蒙氏班 (n=90)		常规班 (n=90)		t
	M	S	M	S	
新异性	27.64	5.83	25.83	5.68	2.108 <sup>*</sup>
独立性	29.20	5.41	26.97	6.06	2.608 <sup>**</sup>
成就感	21.63	3.94	20.91	5.46	1.018
合作性	14.38	2.61	13.16	2.78	3.042 <sup>***</sup>
自信心	13.11	2.76	11.34	2.97	4.136 <sup>***</sup>
敏感性	20.32	4.21	18.60	3.87	2.857 <sup>**</sup>
好奇心	13.07	3.04	11.60	3.28	3.110 <sup>**</sup>
审美性	7.09	1.53	6.43	1.70	2.720 <sup>**</sup>
幽默感	6.38	1.53	5.29	1.62	4.637 <sup>***</sup>
总分	152.82	22.83	140.13	26.18	3.465 <sup>**</sup>

注: <sup>\*</sup> $p < 0.05$ , <sup>\*\*</sup> $p < 0.01$ , <sup>\*\*\*</sup> $p < 0.001$





蒙氏班男孩创造性人格发展好于常规班，差异显著

The development of boys' creative personality In Montessori class is better than in normal class, the significant is difference

表 3 蒙氏班与常规班幼儿创造性人格发展总体性别差异比较 (N=180)

班形	男 (n=92)		女 (n=88)	
	M	S	M	S
蒙氏班	151.96	21.43	153.77	24.49
常规班	137.91	20.72	142.36	30.78
t	3.195**		1.929	

注: \*\* $p < 0.01$



## 一年内蒙氏班幼儿创造性人格取得了很大的发展

Children's creative personality in Montessori class has a big progress in one year

表 5 一年内蒙氏班幼儿创造性人格的总体发展情况 (N=45)

特质	前测 (n=45)		后测 (n=45)		t
	M	S	M	S	
新异性	27.464	7.172	30.000	6.043	-3.026**
独立性	28.107	6.729	30.107	6.112	-2.898**
成就感	23.786	3.919	24.393	3.735	-1.369
合作性	14.607	2.362	14.714	2.323	-0.378
自信心	12.643	3.714	13.929	3.265	-2.237*
敏感性	20.821	4.579	21.857	4.098	-2.019
好奇心	12.964	3.237	13.750	3.329	-2.072*
审美性	6.750	2.154	7.429	1.752	-2.536*
幽默感	5.607	1.343	6.286	1.436	-3.400**
总分	152.750	27.832	162.464	25.874	-3.235**

注: \* $p < 0.05$ , \*\* $p < 0.01$



## 一年内常规班幼儿创造性人格取得了一定的发展

Children's creative personality in Montessori class has a certain progress in one year

表6 一年内常规班幼儿创造性人格的总体发展情况 (N=38)

特质	前测 (n=38)		后测 (n=38)		t
	M	S	M	S	
新异性	26.581	5.000	28.103	5.038	-2.492*
独立性	25.759	5.125	29.000	5.644	-3.155*
成就感	21.310	3.685	20.931	3.964	0.469
合作性	12.621	2.993	13.724	3.184	-1.548
自信心	12.000	2.550	12.379	2.367	-0.931
敏感性	18.035	4.127	19.966	3.669	-2.442*
好奇心	11.724	3.116	12.241	3.113	-1.183
审美性	6.759	1.431	6.345	1.289	-1.719
幽默感	5.897	1.235	6.379	2.638	-0.956
总分	140.276	18.964	148.931	21.304	-2.664*

注: \* $p < 0.05$ , \*\* $p < 0.01$ , \*\*\* $p < 0.001$



## 4. 结论：

### conclusions



1. 蒙氏教学和常规教学都能促进幼儿三大能区的发展，但蒙氏班幼儿三大能区的发展速度比常规班快。

Both Montessori and traditional education both can promote children's development in three great areas of capability, but the speed of development in Montessori children is faster.

2. 蒙氏教学和常规教学都能促进幼儿创造性人格的发展，但蒙氏班幼儿创造性人格的发展速度比常规班快。

Montessori and traditional education both can promote development of children's creativity, but the speed of development in Montessori children is faster.

### (三) 蒙台梭利教育对幼儿创造性人格和认知的影响

#### Investigating the Effects of Montessori on Character and Cognition

##### ➤ 研究思路:

##### Research Considerations

本研究主要采用问卷法和实验法，从心理理论和创造性人格入手，来探讨混龄教学对4、5岁幼儿认知和人格发展的影响，并以受认知水平影响最大的创造性人格特质——幽默感为切入点，来考察其与心理理论之间的关系。

In this study, the main research was primarily based on questionnaires and testing. Beginning with psychological theory and creativity, we investigated the effects of mixed age classrooms on the knowledge and character development of children ages 4 and 5, and the characteristic of creativity most greatly influenced by knowledge levels – sense of humor was the entry point, to observe it's connection to psychological theory.

## ➤ 被试: Subjects

随机抽取来自大连、成都等**4**所幼儿园的**4-5**岁幼儿共**138**人，混龄班和常规班人数相当。

The sample was a total of 138 children ages 4 and 5 from four Kindergartens in the cities of Dalian and Chengdu, with an equivalent number of Montessori and traditional students.

## ➤ 研究结果: Results

混龄班4、5岁幼儿心理理论发展好于同龄班

The development of 4-5 year old children's Theory of Mind in Mixed-age class is better than in same-age class

表1 混龄班与同龄班幼儿心理理论总体发展比较 (N=136)

任务	混龄班 (n=68)		同龄班 (n=68)		t
	M	SD	M	SD	
意外内容	1.73	0.45	1.49	0.50	3.053**
意外地点	1.80	0.41	1.54	0.50	3.277**
情绪识别	3.92	0.27	3.83	0.38	1.590
情绪理解	3.41	0.50	3.15	0.40	3.261**

注: \*\*  $p < 0.01$



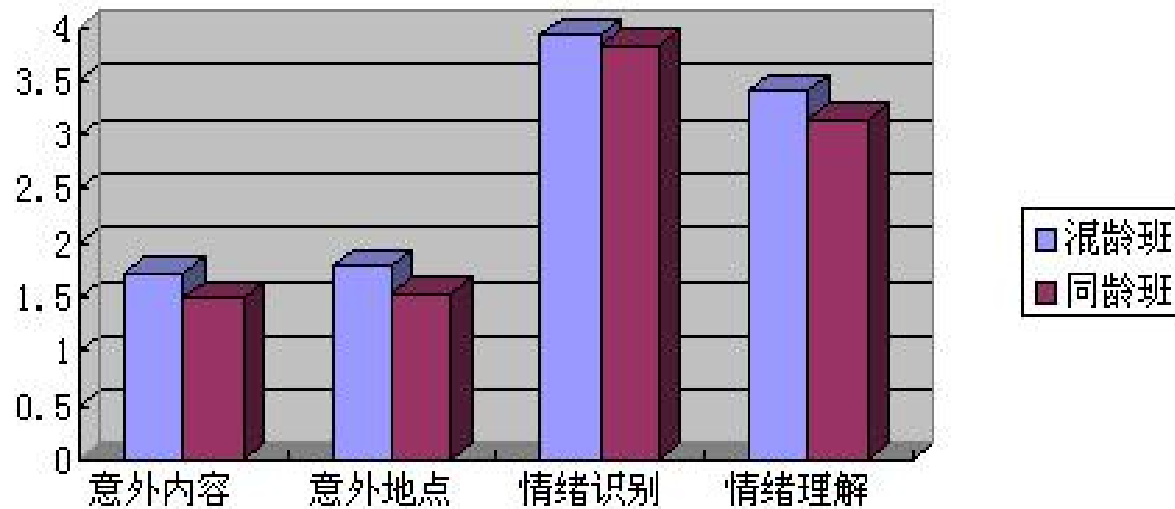


图1 混龄班与同龄班幼儿心理理论总体发展比较

Graph 1 Difference of the whole development of Theory of Mind between Mixed age classes and same age class

## 混龄班4、5岁幼儿创造性人格发展好于同龄班

The development of 4-5 year old children's creative personality in Mixed-age class is better than in same age class

表2 混龄班与同龄班幼儿创造性人格总体发展比较 (N=120)

特质	混龄班 (n=60)		同龄班 (n=60)		t
	M	S	M	S	
新异性	27.05	4.93	25.57	5.64	1.534
独立性	29.17	5.19	27.22	5.94	1.916
成就感	21.88	4.06	21.67	5.43	0.248
合作性	15.00	2.22	13.33	2.74	3.662***
自信心	13.28	2.42	11.27	3.02	4.040***
敏感性	21.40	3.90	18.97	4.08	2.416**
好奇心	13.25	2.92	11.83	3.48	2.416*
审美性	7.08	1.60	6.75	1.60	1.142
幽默感	6.82	1.27	5.50	1.52	5.143***
总分	155.08	19.44	142.33	27.16	2.957**

注: \* $p < 0.05$ , \*\* $p < 0.01$ , \*\*\* $p < 0.001$

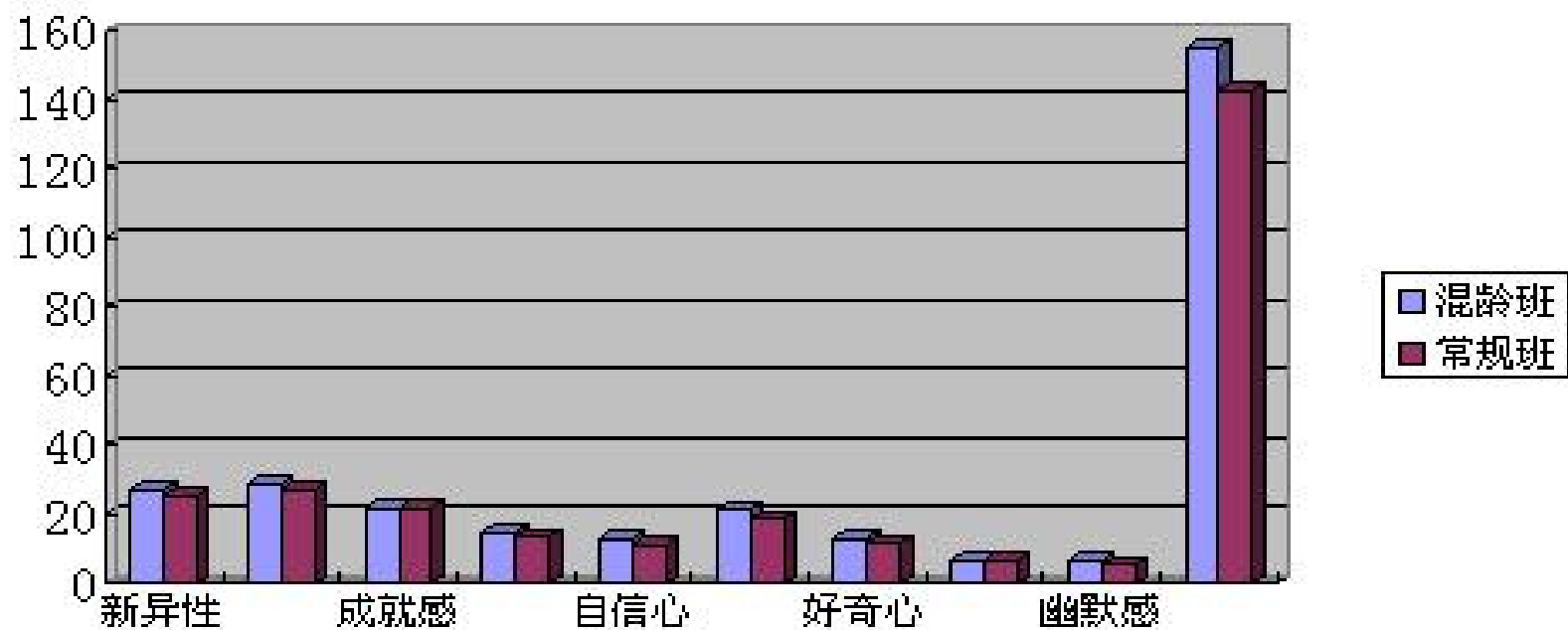


图2 混龄班与同龄班4、5岁幼儿创造性人格发展比较

Graph 2 Difference of creative personality between Mixed age classes and same age class

## 混龄班4 岁幼儿创造性人格发展好于同龄班

The development of 4 year old children's creative personality in Mixed-age class is better than in same age class

表 3 混龄班与同龄班 4 岁幼儿创造性人格发展比较 (N=60)

特质	混龄班 (n=30)		同龄班 (n=30)		t
	M	S	M	S	t
新异性	26.40	4.53	24.47	3.58	1.834
独立性	29.97	5.03	28.33	5.47	-0.270
成就感	21.60	4.58	21.93	5.53	-0.254
合作性	14.83	2.17	13.27	2.46	2.616*
自信心	13.27	2.35	10.90	2.14	4.081***
敏感性	20.57	4.54	18.13	3.55	2.313*
好奇心	12.63	2.94	11.33	2.55	1.829
审美性	6.93	1.57	6.93	1.39	0.000
幽默感	6.93	1.39	5.30	1.34	4.632***
总分	151.43	19.86	141.07	19.80	2.024*

注: \* $p < 0.05$ , \*\*\* $p < 0.001$

## 混龄班5岁幼儿创造性人格发展好于同龄班

The development of 5 year old children's creative personality in Mixed-age class is better than in same age class

表4 混龄班与同龄班5岁幼儿创造性人格发展比较 (N=60)

	混龄班 (n=30)		同龄班 (n=30)		
特质	M	S	M	S	t
新异性	27.70	5.29	26.67	7.63	0.643
独立性	30.37	5.14	26.10	6.27	2.884 <sup>**</sup>
成就感	22.17	3.52	21.40	5.40	0.651
合作性	15.17	2.31	13.40	3.02	2.545 <sup>**</sup>
自信心	13.30	2.52	11.63	3.70	2.039 <sup>**</sup>
敏感性	22.23	2.99	19.80	4.46	2.482 <sup>**</sup>
好奇心	13.87	2.81	12.33	4.20	1.662
审美性	7.23	1.63	6.57	1.79	1.505
幽默感	6.70	1.15	5.70	1.68	2.686 <sup>**</sup>
总分	158.73	18.62	143.60	33.25	2.175 <sup>**</sup>

注: <sup>\*</sup> $p < 0.05$ , <sup>\*\*</sup> $p < 0.01$

## 混龄班4、5岁幼儿幽默感发展好于同龄班

The development of 4-5 year old children's sense of humor in Mixed-age class is better than in same age-class

表5 混龄班与同龄班4、5岁幼儿幽默感总体发展比较 (N=136)

维度	混龄班 (n=68)		同龄班 (n=68)		t
	M	S	M	S	
幽默理解	37.91	5.82	34.60	6.91	8.001***
幽默应对	24.61	5.62	19.03	4.53	6.406***
幽默创造	25.02	4.33	19.29	5.13	6.988***
幽默感总分	87.53	13.44	72.92	12.46	6.581***

注: \*\* $p < 0.01$ , \*\*\* $p < 0.001$

## 不同环境下，4、5岁幼儿心理理论与幽默感之间的关系

The relationship between 4-5 year old children's Theory of Mind and sense of humor in different atmosphere

表6 混龄班4、5岁幼儿心理理论各分测验与幽默感各维度的相关分析 (N=68)

维度	错误信念	情绪理解
幽默理解	0.412 <sup>**</sup>	0.539 <sup>**</sup>
幽默应对	0.215	0.162
幽默创造	0.309 <sup>*</sup>	0.251 <sup>*</sup>
幽默感总分	0.368 <sup>**</sup>	0.382 <sup>**</sup>

注: <sup>\*</sup> $p < 0.05$ , <sup>\*\*</sup> $p < 0.01$

表7 同龄班4、5岁幼儿心理理论各分测验与幽默感各维度的相关分析 (N=68)

维度	错误信念	情绪理解
幽默理解	0.223	0.714 <sup>**</sup>
幽默应对	-0.011	0.005
幽默创造	0.010	0.163
幽默感总分	0.124	0.465 <sup>**</sup>

注: <sup>\*\*</sup> $p < 0.01$



## 混龄环境下，幼儿心理理论对幽默感有一定的预测作用

In the Mixed-age atmosphere, Theory of Mind can predict the development of sense of humor to some extent.

表8 混龄班4、5岁幼儿心理理论发展对幽默感发展影响 (N=68)

	错误信念			情绪认知		
	<i>df</i>	<i>MS</i>	<i>F</i>	<i>df</i>	<i>MS</i>	<i>F</i>
幽默理解	1	94.781	3.459*	1	267.405	13.175***
幽默应对	1	33.067	1.032	1	63.232	1.923
幽默创造	1	38.390	2.116	1	40.234	2.261
幽默感总分	1	424.226	2.538	1	911.122	6.030*

注：\* $p < 0.05$ ，\*\* $p < 0.01$ ，\*\*\* $p < 0.001$

表9 混龄班4、5岁幼儿心理理论各分测验对幽默感的逐步回归分析

	<i>B</i>	<i>B</i>	$\Delta R^2$	<i>t</i>	<i>F</i>
情绪认知	6.235	0.289	0.132	2.381*	10.581**
错误信念	6.391	0.268	0.051	2.207*	8.055**

## ➤ 结论: conclusions

1. 混龄班4、5岁幼儿创造性人格的发展显著好于同龄班，混龄教育有利于4、5岁幼儿创造性人格的发展；

The creativity development of 4 and 5 year olds in mixed age classrooms appeared greater than single age classrooms.

2. 混龄班4、5岁幼儿心理理论的发展显著好于同龄班，混龄教育有利于4、5岁幼儿心理理论的发展；

The psychological theory development of children ages 4 and 5 in mixed age classrooms was strikingly better than same age classrooms.

3. 混龄班4、5岁幼儿幽默感的发展显著好于同龄班，混龄教育有利于4、5岁幼儿幽默感的发展；

The sense of humor in children ages 4 and 5 in mixed age classrooms was strikingly better developed than same age classrooms.

4. 混龄环境下，4、5岁幼儿的心理理论与幽默感之间的关系更为密切，心理理论对幽默感具有一定的预测作用。

In a mixed age environment, children ages 4 and 5 the relationship between psychological theory and sense of humor is much closer, and psychological theory has a predicting effect on sense of humor.

## （四）蒙台梭利教育对幼儿创造力发展的影响

### Investigating the Effects of Montessori Education on Creativity

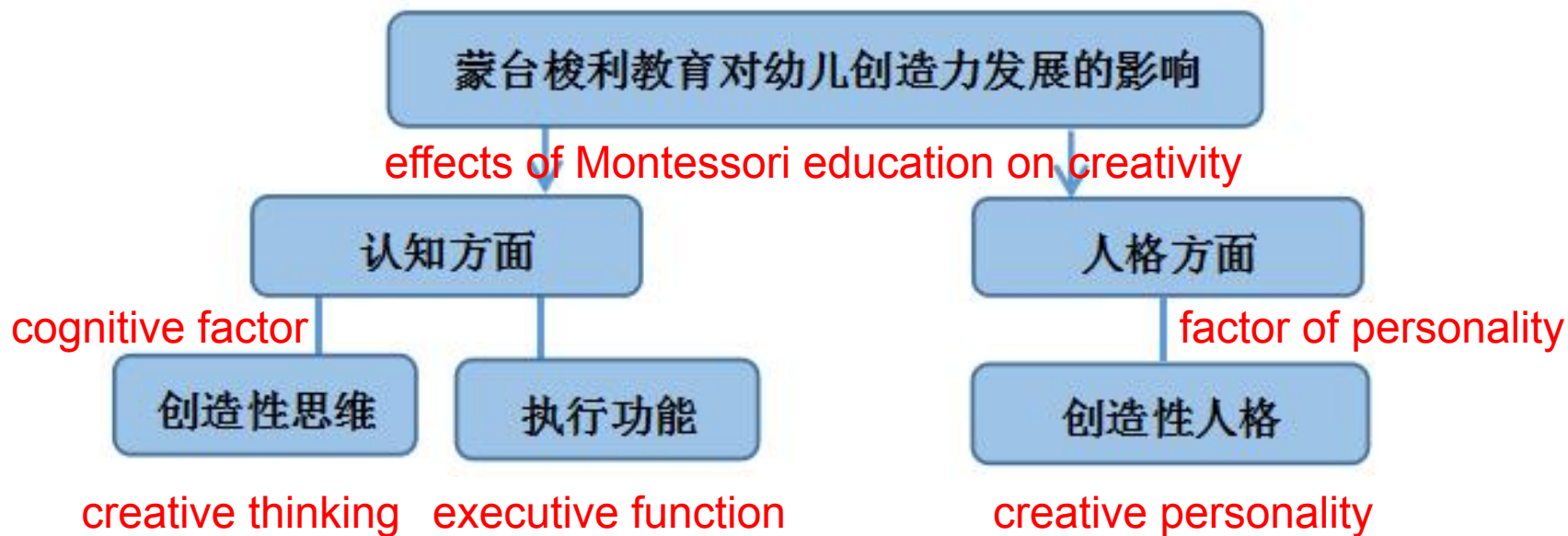


图1 第四阶段研究思路

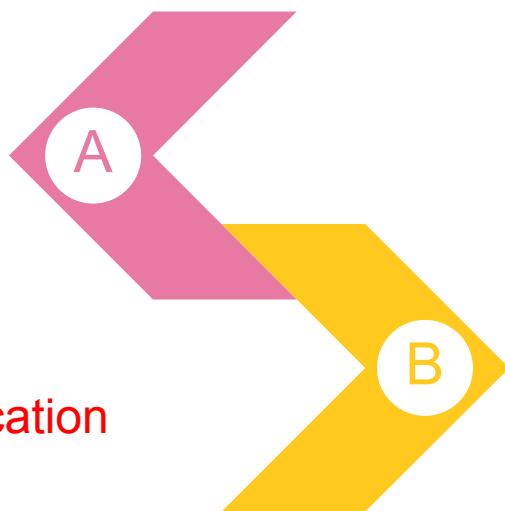
Research framework of Stage 4

## (四) 蒙台梭利教育对幼儿创造力发展的影响

### Investigating the Effects of Montessori Education on Creativity

《蒙台梭利教育  
对儿童创造性思  
维和创造性人格  
的影响》

Effects of Montessori education  
on children's creativity



《蒙台梭利教育  
对儿童执行功能  
发展的影响》

Effects of Montessori education  
on children's executive function



# 研究一：蒙台梭利教育对儿童创造力发展的影响

Study 1, Effects of Montessori Education On Children's Creativity



## 1. 研究思路

### Research Considerations

采用Torrance “活动及行动中的创造性思维” (TCAM) 和《幼儿创造性人格倾向教师评定问卷》来探讨蒙台梭利教育对幼儿创造性思维和创造性人格的影响。

Two methods for investigating the influence of Montessori on children's creativity, "Activities and creative thinking in action" for creative thinking, "Assessment of Children's Creative Personality" for creative personality



# 研究二：蒙台梭利教育对儿童执行功能发展的影响

Study 1, Effects of Montessori Education On Children's Executive Function



## 1. 研究思路

### Research Considerations

采用聚合交叉设计，利用“心花任务” (Heart and Flower Task) 和“侧抑制任务” (Flanker Task) 探讨蒙台梭利教育对儿童执行功能发展的影响。

We use cohort sequential longitudinal design to explore the effects of Montessori education on children's executive function (inhibition, working memory, cognitive flexibility) including two tasks-Heart and Flower Task” and “Flanker Task”





## 研究二：蒙台梭利教育对儿童执行功能发展的影响

Study 1, Effects of Montessori Education On Children's Executive Function



表1 聚合交叉设计表  
cohort sequential longitudinal design

年龄（观测时间）						
	3-4 岁	4-5 岁	5-6 岁	6-7 岁	7-8 岁	8-9 岁
3-4 岁	第一次 (2015.9)	第二次 (2016.6)	第三次 (2017.6)	第四次 (2018.6)		
4-5 岁		第一次 (2015.9)	第二次 (2016.6)	第三次 (2017.6)	第四次 (2018.6)	
5-6 岁			第一次 (2015.9)	第二次 (2016.6)	第三次 (2017.6)	第四次 (2018.6)



## 研究二：蒙台梭利教育对儿童执行功能发展的影响

Study 1, Effects of Montessori Education On Children's Executive Function

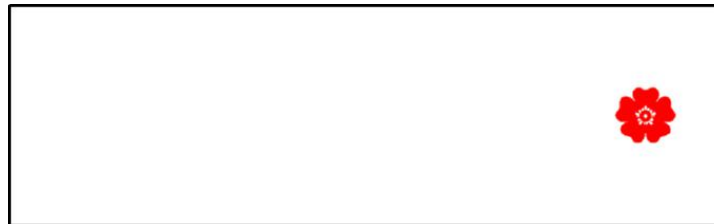


图2 心花任务示例图

Examples of Heart and Flower Task



### 三、未来研究展望

Looking Ahead to Future Research

❖今后，中国教育将按照“**巩固成果、深化改革、高质量、持续发展**”的方针，全面推进各级各类教育持续健康协调快速发展；

Going forward, education in China will follow the direction of “**Solidifying the Achievements, Deepening the Reforms, Raising the Quality, Maintaining the Development**”, completely advancing all types of education, maintaining healthy co-ordination and speedy development.

# （一）在理论上的深化和实践中的继续验证,使蒙台梭利教育实践研究系统化。

In the theory of deepening and practice, the practice of the montessori education practice in China is systematized.

1

蒙台梭利教育中国化要保持其原有的特征。

Montessori education sinicized to preserve its original character.

Combining montessori education with traditional Chinese culture and other education patterns, the education ideas and methods of montessori are developed.

2

将蒙台梭利教育与我国传统文化、及其它教育模式有机结合,发展蒙台梭利的教育思想和方法。

3

继续对蒙台梭利教育中国化的理论和实践探索进行验证。

strengthen to verify the effects of Montessori education on child development in China

4

要加强与国际的学术交流。

We should strengthen academic exchanges with the international community

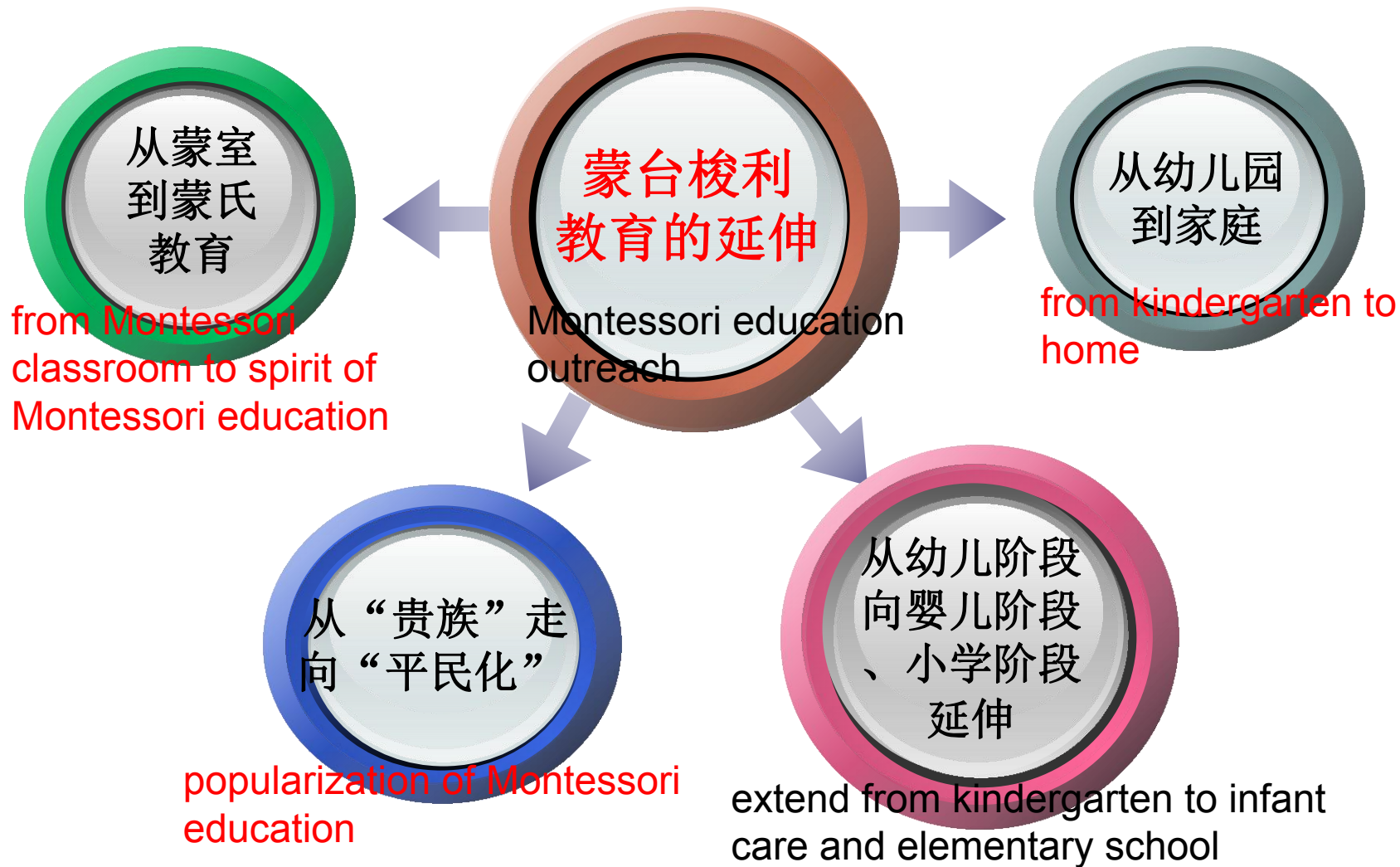
## （二）师资培训规格的提高和系统化

Enlarge the scale and systematicness of teacher of training

- 目前许多国外的教育机构进入中国市场，试图与中国的教育机构合作培训教师。因此，未来需要在全国整合目前所有的蒙台梭利教师培训机构，将其规范化，国家也需要出台正式的文件，对蒙台梭利教师的资格进行规定和审核。

Many foreign education institutions are now entering the Chinese market, trying to train teachers with education, a Chinese company. Future needs in the national integration, therefore, at present all montessori teacher training institutions, the standardization, countries also need for a formal document, montessori teacher's qualification for regulation and auditing.

### (三) 蒙台梭利教育的延伸



- 从长远来看，随着我国经济社会的发展，教育发展必须有一定经济基础做后盾，随着我国实力的增强，经济实力的发展，有可能到下一个十年，把学前教育纳入进去，学前一年或者是学前三年；

In the long run, along with China's socio-economic development, educational development must have a certain economic foundation to back it up, so China can strengthen and its economic power can develop. It is possible that in 10 years' time pre-school education will be included in this, either one year pre-school or three year pre-school.



- 蒙台梭利教育发展历程以及核心理念正好适应我们社会适应教育公平的理念。根据我国目前幼儿教育改革深化程度，也要把发展农村的蒙台梭利教育放在重点上。未来我们将采用高科技等手段继续进行纵向研究和深入的实践，以期从实证的角度为蒙台梭利教育实践中国作出贡献。

The developmental course of Montessori education and its core philosophy is exactly suited to the philosophy of social adaptation and educational equality. According to the country's current level of deep reforms in pre-school education, the development of Montessori education in the countryside will be emphasized. In future we will use technological and other methods to continue the longitudinal research and penetrating practices in order to contribute to the implementation of Montessori education in China from the proper perspective.

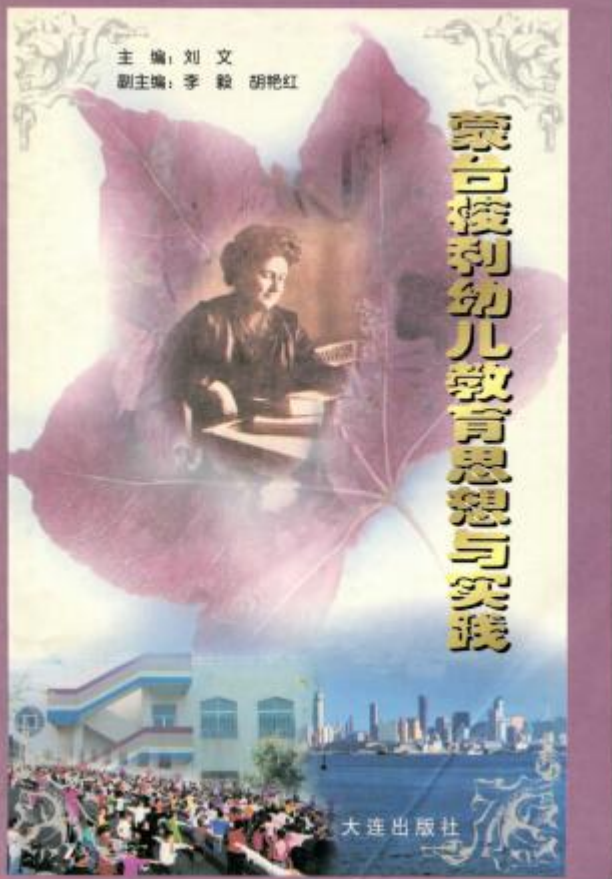
# 总结

## Summary

- **总之**，从蒙台梭利教育被引入中国到蒙台梭利教育实践中国的历程经历了九十多年。蒙台梭利教育在世界上各大洲的国家实践和研究历经百年而不衰在幼儿教育历史上是不多见的，如果我们以蒙台梭利博士那样虔诚的心和执着的精神去研究蒙台梭利教育中国化的问题，那么这条道路就不会显得漫长，从而最终实现促进儿童身心全面和谐发展的目标。

In short, the journey from montessori education was introduced in China to montessori education for more than 90 years. Montessori education in all continents of the world's countries after one hundred years and long practice and study in the history of early childhood education is rare, if we take montessori as devout heart and dedication spirit to study the issue of montessori education in China, then the path will not be long, and finally achieve the goal of promoting the harmonious development of children's physical and mental comprehensive.

## 研究成果



# 蒙台梭利主题活动课程







## 科学的蒙台梭利教育



## 蒙台梭利小学教育





序号	书名	出版年
1	《跟蒙台梭利学做快乐的家长》	2017待出版
2	《儿童青少年气质与干预》	2017待出版
3	《跟蒙台梭利学做快乐幼儿教师》	2015
4	《儿童青少年心理前沿》	2015
5	《科学的蒙台梭利教育》	2013
6	《让宝宝心理成长赢在起点》	2011
7	《创造性人格与儿童气质》	2010
8	《幼儿心理健康教育》	2008
9	《蒙台梭利小学教育理论与实践》	2006
10	《蒙台梭利综合主题教育》	2006
11	《毕生发展心理学》	2006
12	《蒙台梭利个性发展理论与实践》	2004
13	《蒙台梭利幼儿感观教育》	2004
14	《蒙台梭利幼儿教育理论与实践》	2002



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Guankun, the Principle of Love & Cute Preschool !





谢谢大家的聆听， 欢迎提出  
宝贵意见！



**Welcome To Put Forward  
Valuable Opinions !  
Thank You!**