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My Macao Students

A teacher's feeling on his students is a reflection of the teacher's educational attitude towards his students: a teacher was full of enthusiasm on education if he highly regarded his students; his teaching motivation would be affected if he negatively regarded his students. As an exchange teacher of secondary graduation students for nearly four years in Kao Yip Middle School, I was happy with achievement in heart whenever I heard the student representative making speech emotionally in the graduation ceremony in Cineteatro Macao. In the graduation dinner, when I was surrounded by students with clusters of flowers in the twinkling of flashlight, I was delighted and intoxicated and I felt like a star. After one year's hardship, I said goodbye to my students and sent them to institutions for higher learning, to work in the society and to face their better future through their own effort.

When I first came to Macao, the city, the campus, colleagues, students and their dialect were strange to me. Especially when the students were looking at me and wondering how their "Sir" who was speaking in Putonghua would teach the mathematics for graduation class. The first session was most important. I began to teach them what mathematics was, why we needed mathematics, how to learn mathematics and that everyone could learn mathematics well. During the whole session, students listened and looked attentively with great enthusiasm, with their confidence increasing gradually. When they had confidence in themselves, I could lead them to improve properly in this long teaching period.

In my eyes, Macao students were lovely, true and simple which were reflected in their weekly reports. They posted their recognition and evaluation on teachers on internet periodically. Mathematics was dull to them and caused them headache. It was impossible to explain mathematical formula and geometry graph to students in the same way as Yi Zhonti commented "The History of the Three Kingdoms" with a beautiful and pleasant story. Mathematics was natural science and we had to grasp every fundamental concept and learn step by step. We needed patience and confidence. Sometimes, students could not stop laughing. When they were tired, I spoke some informal Cantonese and they exploded into laughter which heightened my spirit. This way of teaching brought better effect. True knowledge on science needed to be grasped and accumulated through implementation and practices. Different "Versions" in students' homework were increasing. It proved that students started to think about problems independently. As time went by, teacher was happy to see the students' mathematical ability being strengthened and teaching having achieved good results. Mathematics was dull, tedious and annoying; when students were tired of listening, I would insert some stories, for example story on scientist, to attract their attention. After I finished, I could hear they cried loudly "Sir, repeat again!" When it was enough, I stopped the story which is to be continued next time. Then I would give them exercises with some instructions. When students like the teacher, they like his teaching. It was no doubt a great encouragement to teacher when students' study results were improved.

Under the schools' cultivation, Macao students grew up healthily. They were the next generation of sunlight. They actively joined different kinds of social public services. We could watch their lovely shadows either rehearsing hard for the East Asia Olympic day by day or participating in public services at Senate Square in holidays for different organizations. Although their faces and foreheads were sun-tanned we could still hear them laughing happily. Being their teachers, we looked happily at their lovely and opened appearances. They dedicated themselves unselfishly and fearlessly. When there was blood donation, most of the students from each class would be ready to roll up their sleeves. They got to the bus orderly and fearlessly as if going to watch film at Macao Tower. When they came back to class for learning, they were laughing and joking as if nothing had happened. A student who was a member of football team said to me in laugh: "Looking at my healthy body, they drew more blood from me. But I ate two more wheat breads." They were so lovely! Being a teacher that came from Mainland, my feeling on Macao student was that Macao's moral education educated students with humanism and social responsibilities, allowing their conduct to become more respectable.

Macao students possessed the abilities to be independent and self-strengthened. I always strolled in Macao streets in holidays. Accidentally there was student calling "Sir". When I followed the voice, I could see there were students working temporarily as salespersons in different shops. It happened that once when I was walking in front of the door of St. Dominic's Church, a big guy called me and I was astonished. He was my student. Before the school started, he worked as a security guard. He worked in spare time for self-strengthening and I was touched. It associated me to think of students in Mainland. Same as the media reported, when it was time for the new students to report attendance at the end of each summer holiday, parents would guide the students along the way. Generally, the fathers would carry the heavy luggage and mothers were busily making beds for them, whilst the new students were drinking and enjoying the scenery of college in relax. This was no exception even for those poor students. In contrast, as I knew Macao students were seldom accompanied by their parents when they went to study in colleges in Mainland. Instead they were joined by their schoolmates. From this, we could understand that Macao students had superior ability for survival and independence, as a result of their daily life training.

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Macao student possessed potential and ability. The foundation of my students' mathematics was not good, but their study results improved greatly after one year's tough training which enabled them to pass entrance tests for the sake of entering an ideal university. This was true especially for the students of International Mathematical Olympiad team. It was not easy for them to win prize medals in different international and Mainland competitions. To my knowledge, the Olympiad training in our school was given only after school. The training was two to three hours every week on school day. Compared with the training in Mainland, it was insignificant. Therefore, the prize medals were precious. Macao student was diligent and aggressive. A girl who was recommended to undergo learning in Portugal kept on contact with me on internet. She was depressed in the first year that she failed to go to university in Portugal. I encouraged her to make a conclusion and find out the right direction to work hard on. After that she regained her spirit and swore to succeed in getting into the University of Lisbon. The following year, she succeeded. Meanwhile, many Macao students were studying aggressively with principles in different colleges in Mainland. Being their teacher I was deeply delighted to see that they had improved. The media in mainland often had discussion on young students "after 80" and "after 90" with worries. On the opposite, I had full confidence in Macao young students. If the direction of education was correct and teachers showed

enthusiasm and concerns on students, the students would make progress more aggressively. Students were the future hope of Macao. The future prosperity of Macao and the happiness of Macao families were created and borne by this generation. I trusted them and felt gratified for them.

From these students we understood education of Macao. Education for advanced study and career were difficult paths. The society needed different kinds of talents. These were the characteristics of Macao and superiority of educational system. All schools were able to carry out qualified, knowledgeable and different kinds of interested education calmly and leisurely. We should not abandon the characteristics of Macao education when we were learning advanced education of other places. In this way, our students could be cultivated comprehensively. The reformation of education would be more successful. God bless a better future for Macao education.

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日本体育观摩课有感

笔者近日有幸到日本观摩当地学校体育开展的情况，对于作为体育工作者的我有莫大裨益及启发。虽然日本在文化、社会环境、教育制度等客观条件与澳门不尽相同，但其新颖的教学理念及多元教学模式值得本澳体育老师借镜，提供不少思考空间。

日本体育发展

日本的教育方针相当重视学生的体育发展，日本的“文部科学省”（教育部）为保障学生基本的锻炼时间，准备将体育课时，由现在国家最低标准的平均每周上课2.6小时增加至3小时。而日本的体育课程设置与澳门以班为单位上课亦有不同。一般体育课分必修和选修两种，必修课每周上课3小时，学生可按兴趣再报每周1小时的体育选修课。另外，学校根据各项课程内容不同而分为“整班授课”、“多班一同授课”以及“男女分班授课”三种，以丰富学生因兴趣及性别的差异对不同教学内容的需求。笔者观摩了一所小学的体育课，留下深刻印象。

笔者观摩的是东京“开进小学”五年级的体育课，该课的教学内容亦是本澳学校十分普及的教学内容“篮球”。钟声响起了！学生已穿着整齐的练习背心，按颜色分成若干队，明显已增添了学生对课堂的投入感及团队观念。教师接着利用活动式白板在运动场内向学生解释课堂的目标，引导学生如何理解及担当篮球赛中的每个角色，包括队员、队长、教练、裁判、纪录员等，并启发学生自己设计及讨论比赛的策略，尤其是制定比赛的战术方面是该课堂的学习重点。

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