



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。

插图 7 页







老师讲解完毕，同学开始分组比赛。我看见小学五年级学生操控篮球的能力自如，甚至女生投篮亦比我想像中有力，学生的技术不能说训练有素，但绝对可以说是全情投入。细心观察，可发现场上的篮球架比一般的矮小，篮球亦是特别因应小学生力量而设的“轻量篮球”，这样大大消除了小学生初学习篮球时身体条件的限制，因标准篮球的重量及篮球架的高度对于一般小学生来说确实很难培养兴趣，对女生甚至会造成心理阻碍。回想澳门小学生对篮球的热情就只限于少数男生或校队训练者，较难做到人人投入，学习轻松愉快。

该校球场虽然不能容纳三十多名学生同时分组比赛，没有参赛的学生却不是坐在一旁看看或者自由活动。他们由老师引导各自担当球赛的不同角色：两位同学乐此不疲地为球赛执法；两位同学充当教练在场边高呼战术，负责调兵遣将；还有五至六位同学手持“体育功课簿”纪录场上的得分，犯规、助攻及战术运用情况。这功课簿每页均有篮球场的图示，让学生能把每堂学到的战术及内容用画图形式纪录。

赛后每队学生由该组组长带领讨论，在翻译的协助下笔者知道他们正就球赛分析各项战术环节。其中一位队长说：“因刚才大家未有充分跑动，传球变得困难，导致全队投篮都不准确了！”小学五年级能作出这样逻辑的分析，看来体育课对他们的影响已不止是体能上，而是在独立思维及团队合作方面都得到了较好的培养。

体育课是学生接触体育运动最常见的途径，对学生的影响不单只是每周两节的课堂时间，而是在于能否培养学生正确的体育观念。本澳的体育课一般是通过教授体育项目的技术环节，以学习身体技能及提升身体素质为目标。笔者在日本观摩后，发觉他们在教学理念上，除了与澳门基本元素相同外，他们特别注重在教学中训练学生的组织、分析、协助能力，以及培养他们的体育兴趣、自信、团队精神等。学生透过不同岗位的操作及实习去培养多元能力，例如：担当裁判及纪录员角色可训练学生的判断力及公平精神，担当教练及队长可培养自信及领导能力，讨论及制定战略的过程中亦可训练分析及表达能力等。

近年笔者深感本澳学生对体育运动的意识甚为薄弱，大部分学生处于被动参与的状态，长此下去，我们新一代的体质必然会下降。作为本澳的学校、老师以至家长应该着手为学生注入正确的体能锻炼意识，特别是体育工作者应该善用我们的专业知识以及不断吸收国外先进经验为学生创设更有趣、更有吸引力的体育课堂，让学生在轻松愉快的环境下培养良好的运动习惯，以及透过参与体育活动发展各项潜能。

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## Impressões sobre aula física para discussão e emulação em Japão

O passado ano de 2008 é um ano de orgulho para os chineses. Os Jogos Olímpicos que fitaram a vista no mundo, 51 medalhas de ouro brilhantes, tudo isto merece todo o mundo olhar com outros olhos o êxito desportivo da nação chinesa. Este palco realmente inicia a atenção dos muitos chinese para desporto, mas competição desportiva é só uma parte do desporto. Jogos Olímpicos em Pequim já passaram, como é possível continuar o entusiasmo e interesse dos alunos para desporto? Como é que podemos formar capacidade dos alunos de diferentes aspectos através de funções do desporto? Estes temas devem ser o que as pessoas do sector do desporto dão mais atenção.

Ultimamente, tive sorte para ir ao Japão para visitar e aprender o desenvolvimento do desporto na escola. Como sou do sector desportivo, esta viagem traz me grande benefício e inspiração. Embora o Japão seja muito diferente com Macau em termos de condições concretas como cultura, sociedade, sistema de educação, o seu conceito de educação moderno e modelo de educação diversificada devem ser referência dos professores de desporto de Macau, pois dão muito espaço de pensamento.

### O desenvolvimento de desporto em Japão

Conforme o princípio de educação de Japão, o desenvolvimento físico dos alunos é muito importante. O Ministério da Educação de Japão vai aumentar a hora de aula física de 2.6 horas (tempo mínimo) por semana até 3 horas, com vista a garantir o tempo fundamental de praticar desporto dos alunos. O programa da aula física em Japão é diferente com que em Macau os alunos

têm aula em turma. Geralmente, a aula física tem aula obrigatória e aula facultativa. A aula obrigatória tem 3 horas por semana. Os alunos podem inscrever para aula facultativa de 1 hora por semana. Por outro lado, a escola vai dar aula de forma em “uma turma”, “várias turmas” e “alunos só e alunas só”, a fim de enriquecer as necessidades para diferente programa do ensino dos alunos por causa de interesse e sexo. Visitei e aprendi a aula desportiva numa escola primária, fiquei com profunda impressão.

