



The area of the playground could not afford more than 30 students to undergo competition in teams at the same time. Students who were not participating in competition would play different roles of the game under the leading of their teachers. Two students were being the judges; two students were being the coaches and shouting tactics and dispatching members besides the playground; still there were five to six students holding the "Physical Education Homework Book" and recording the scoring, fouling, secondary attacking and using of tactic. There were diagrams of the stadium on every page of the "Physical Education Homework Book", allowing students to record the tactics and contents learned from each session.

When the game was over, the team members held a discussion under their captain. With the help of the interpreter, the writer knew that they were analyzing the tactics in every segment. One of the captains said "You had not done enough running, thus there was difficulty in passing the ball and the team could not shoot the ball into the basket accurately!" As primary five students, they could conclude the analysis logically. It proved that physical education not only affected their physical bodies, it also better cultivated their independent thinking and team cooperation.

Physical education was the most common channel for students to contact sports. The influence was not only about the time of two lessons, but also about whether it could cultivate the correct sports principle for students. Generally Macao's physical education was targeted to learning of body skills and

enhancement of body quality through teaching on physical educational items and segments of skills. After the observation in Japan, the writer found that the teaching principle of Japan was similar to the fundamental elements of Macao's. Japan paid special attention to train students on the organizational, analytical and assisting ability to cultivate their interest in sports, confidence and team spirit. Students learned to cultivate diversified abilities through assuming different posts. For example: being a judge and recorder, they learnt the ability of judgement and the spirit of fairness; being a coach and team leader, they cultivated confidence and leadership ability; in the process of discussion and planning tactics they were trained with analyzing and expressing abilities.

In recent years, I felt that the physical sport consciousness of Macao students was weak, with most of them lacking initiative. If it kept on this way, the physical body conditions of our next generation would be going down. Being the Macao schools, teachers and parents, we should keep on instilling correct physical body training consciousness into them. Specially, being workers, we should use our professional knowledge correctly to absorb the experiences of other pioneer countries and plan more interesting and attractive physical courses for our students, allowing them to cultivate a good sport habits in a relaxing and happy environment and develop different kinds of potentiality through participation of physical educational activities.

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### 03

## 澳门推动阅读的愿景与方法

宋儒朱熹在〈观书有感〉一文中曾说：“半亩方塘一鉴开，天光云影共徘徊，问渠那得清如许？为有源头活水来！”知识的源头活水来自于读书，全民阅读不仅是迈向终身学习社会的重要途径，更是提升国家竞争力的利器，需要整个社会的关注，更有待全民的重视。

一般人皆认为，由家庭来启迪个人的阅读兴趣，由各级学校负责培养阅读的能力和习惯，由社区筹组阅读团队或读书会来带动学习气氛，由职场和企业单位来营造员工阅读和学习的环境，以至于整体社会来全面提升阅读的风气。

然而，阅读是一种动机、一种能力、一种习惯、一种风气，不仅是个人的责任，更是社会的责任。因此推动全民阅读的具体做法，首先要激发个人的阅读动机，培养民众的阅读能力，养成人民的阅读习惯，并且要塑造整体社会的学习风气，才可能开展社会大众的爱智心灵。

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### 资源投放，培育阅读师资

建构全民阅读的社会环境，就是在建构一个学习型的澳门城市，使得阅读风气弥漫全澳，才是推动全民阅读的真正愿景。近年来，澳门特区政府投放大量资源，致力于推动阅读工作；不仅由政府在各区开设公共图书馆，亦以资助形式支持民间社团或机构开展图书室。除此以外，政府亦主导与社会服务机构及团体合作，为机构提供整批书籍的同时亦提供专业意见，让图书馆在社区的服务不但能进一步深化，更可迅速满足社区对图书馆服务的需求，让社区内居民可享用图书馆服务，享受阅读的乐趣。

除硬件设施的配置外，积极培育阅读师资亦是近年重点工作，教青局已经在各级学校普遍配置阅读推广员，并由澳门大学担负起培育的工作；氹仔教育活动中心培育了几期的读书会带领人，分别在各级学校推动读书会，原有的家长义工，经过读书会带领人培训后，也在该中心从事儿童阅读推广与亲职阅读辅导工作；民政总署和文化局的图书馆，也积极培养读书会带领人及推动读书会，让澳门不只是24小时的城市，更是24小时不停阅读的城市。

### 培养阅读能力，享受阅读乐趣

古人有言：“书中自有黄金屋，书中自有颜如玉。”然而并非每个人都能找到阅读的门路，享受读书的乐趣。其中最大的关键乃在于阅读能力的培养，唯有具备阅读的能力，才能享受阅读的乐趣，才可能营造出全民学习的风气。因此，阅读能力的培养，乃是推动全民阅读的基础建设。

为有效推动本澳阅读运动，提升知识竞争力，必须结合全民的力量，建立全民阅读的愿景、规划全民阅读的实施策略、研拟推动全民阅读的具体做法，以营造出全民阅读的社会环境，因此提出以下社区推动阅读策略的建议：

#### 一、全面培养学生的阅读能力

想要享受阅读的乐趣，必先具备阅读的能力，阅读方法众多，采取何种阅读方法，均需要经过指导与尝试。如果自小指导学生灵活运用各种阅读技巧与方法，必然可以获得阅读的乐趣。其次，学校也必须鼓励学生阅读教科书以外的各式书籍，以培养个人的阅读兴趣。

#### 二、加强读书会带领人的阅读指导能力

培养读书会带领人具备指导阅读的能力，使他能够区别参与读书会学员的不同阅读程度，给予必要的指导与协助，使学员在阅读能力上能够有所精进，自能获得阅读的信心与乐趣，养成喜好阅读的习惯与态度。

#### 三、进行家庭阅读情境的规划设计

家庭是最佳的阅读情境，学生及打工仔放学或下班回家后能够继续阅读，享受阅读的乐趣。建议为每一个家庭成员布置一个读书的角落，设计规划家人共同阅读的空间环境。

#### 四、动员民间社团参与阅读

要达致全面阅读风气的提升，必然要向社团部门推进，积极推动社团读书会，政府再以各种奖励或比赛来带动，这才能让阅读运动发挥积极的效果。

#### 五、政府部门倡导学习风气

在迈向终身学习社会的过程中，政府具有积极引导的功能，不是只喊口号、贴贴标语，必须要落实在社会生活各层面，发挥积极的影响力。特区政府必须利用行政资源，展现推动全民阅读的企图心。因此，调拨经费及人员的配置，这是政府部门应认真考虑的二件事；接下来是立法的工作，是否该考虑订定有关阅读推动的条例、法规或奖励办法等，以保证此一政策能持续进行。

在知识经济的时代，全民阅读是生活、竞争与发展的利器。投资阅读，不仅是投资知识，也是投资经济，更是投资未来。展望新世纪，澳门不缺投资于知识的本钱，为了澳门的生存与发展，我们必须推动全民阅读，提升知识竞争力。

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