

学生兴趣发展的影响因素与干预措施

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摘要

兴趣作为教与学过程中的重要影响因素, 对学生学习起到关键的激励作用。高等教育与学生兴趣和未来目标的相关对学生的成功和保持力至关重要。兴趣既是一种心理状态, 也是导致重新参与和内容相关活动的动机变量。兴趣发展的四阶段模型认为兴趣的发展包含认知成分和情感成分的相互作用, 以及教师的外部支持和有利条件的创造。基于此, 本文从学生的认知和情感及教师清晰性和即时性行为出发, 分别探讨二者对兴趣发展的影响。

关键词

兴趣, 学生, 教师

Influencing Factors and Interventions for the Development of Students' Interests

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Abstract

As an important factor in the teaching and learning process, interest plays a key role in motivating students' learning. Higher education is linked to student interests and future goals which are critical to student success and retention. Interest is both a state of mind and a motivational variable that leads to re-engagement and content-related activities. The four-stage model of interest development considers that the development of interest involves the interaction of cognitive and emotional components, as well as external support and the creation of favorable conditions for teachers. Based on this, this paper discusses the effects of students' cognition and emotion and teachers' clear and immediate behavior on the development of interest.

Keywords

Interest, Student, Teacher

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1. 引言

兴趣作为一个动机变量,是指随着时间的推移,对特定类别的对象、事件或想法的投入或重新投入倾向的心理状态[1]。兴趣发展四阶段模型认为兴趣包含认知成分和情感成分,认知成分指的是与投入相关的知觉和表征活动,情感成分指的是个体在投入中所伴随的积极情绪[1],而兴趣发展涉及知识和情感的相互作用[2]。兴趣对学校内外所有内容领域的学习都有好处,无论学习者的人口特征如何。相较于非生物学专业,生物专业的学生对生物学有更积极的感受和个人价值,并倾向于重新参与和生物学相关的活动,兴趣量表的得分也更高[3];先前知识、兴趣、自我效能仅对博物馆中的开放式纳米实验室的自我知觉知识水平增加有关键影响[4]。

2. 兴趣发展的影响因素

2.1. 学生因素

2.1.1. 知识与学生本身的关联性

学生通常对生物最感兴趣,对物理和化学的兴趣较弱[5]。一项针对拉脱维亚九年级学生的研究表明,学生对生物课的评价最高,对物理课的评价最低[6]。值得注意的是,尽管学生们承认生物课是所有科学中最有趣的,但“你对微生物的生命周期感兴趣吗?”这一问题并没有引起多大兴趣,即学生认为生物课有趣,但是表达兴趣时却出现了不感兴趣[6]。虽然绝大部分学生都意识到科学知识的重要性,但他们缺乏将其引用到自己身上的动机,学生们写道:真的有必要在所有学校以同样的方式教授科学和数学吗?有多少人把自己的职业与科学和数学联系在一起[6]?因此,研究结果进一步证实了学生对科学知识的兴趣越来越少的原因在于科学知识与学生自身经历无关,绝大部分学生都意识到科学知识的重要性,但他们缺乏将其引用到自己身上的动机。

2.1.2. 学生已有的知识水平

学生在科学方面的知识和技能水平低与缺乏兴趣密切相关[7]。研究表明,大一学生对学科兴趣不足是由于之前的知识水平低,这会导致学生在大学开始学习时遇到困难[8][9]。研究者在卡拉巴尔中学生对生物技术的兴趣研究中发现,中学生对生物技术的兴趣程度很低,这可能是由于在中学生物课程中有关遗传学和生物技术的基础信息非常有限;学生对生物技术的了解程度直接影响他们对课程的兴趣,缺乏生物技术知识导致学生对这门课程兴趣不高[10]。高等教育与学生兴趣和未来目标的相关对学生的成功和保持力至关重要[11][12]。当学生认为他们正在做的事情对他们的学习和未来的职业很重要时,他们会更投入课堂[13]。此外,一个人可能拥有丰富的知识,但对内容几乎没有兴趣[14],而对特定内容有兴趣的人可能比另一个对该内容没有兴趣的人对该内容有更少的知识[15]。学习者现有的兴趣通常会推动他们对学习活动的参与,但也可能支持学习者对其他内容产生新的兴趣——即使这些内容之前对他们不感

兴趣[16]。

2.1.3. 学生的积极情绪

来自不同领域的学者认为情绪是个体学习和理解信息的关键资源[17][18][19]。尽管许多因素会导致学生的学业风险，但与学习相关的负面情绪如对课程缺乏兴趣和投入，可能是学生在学校脱离、退学和失败的重要原因[20]。具体地说，当学生接触到积极的情绪刺激时，他们能够更好地回忆新学到的信息[21]。比如，当学生在课堂上听到有效故事时可能会对教师和课程内容产生更积极的情感，有效故事可以通过影响学生上课动机来增加学生的兴趣，又或者故事有助于学生在学习方面感到更有能力[22]。针对外语学习的研究表明，学习外语的学生可能会经历许多积极和消极的情绪[23][24]。消极情绪则会阻碍学生的外语学习、交流意愿和参加英语作为外语课程的意愿，而积极情绪则增加了外语学习的乐趣和动机[25][26][27][28]。

跨文化研究表明，当教师采用更积极的人际交往行为时，无论是在中国还是伊朗的英语课堂上，学生的情感学习都会得到同样的促进[29]，即教师和学习者的和谐友好关系能够决定学习者的学习体验，从而激发学习者对课堂的积极情绪和兴趣[30]。

2.2. 教师因素

教师清晰性行为能够激发学生认知兴趣，教师即时性行为能够激发学生情感兴趣[18]。

2.2.1. 教师清晰性

教师清晰性是指教师使用口头和非口头交流信号以使教学更加透明，并促进学生对课程过程和内容的理解[31]。这种清晰提示包括重复要点、使用视觉效果、回顾和预览材料、突出主要思想、提供例子和释义思想[32]。具体来讲，教师清晰性行为包括教师口头谈论课程材料、PowerPoint 及讲义和黑板上的笔记、教师利用解释性摘要来突出课堂内容之间的关系以及通过可视化材料使抽象的教学内容具体化等[33]。教师清晰性行为通过增加教学内容的条理性使学生对其有更加清晰的结构理解，从而激发认知兴趣[34]。通过使用这些行为，学生对学习内容有更深刻的认识，教师也能为学生提供更清晰的指导[35]。

此外，讲故事法作为一种增强教师清晰度的教学技术，为课程提供了结构和背景，增加了学生对学习课程的感知，并减少了学生在学习时的认知负担[36]。Bolkan (2021)认为，如果学生通过接受故事形式的课程能够更容易地参与和学习有关的信息处理活动，那么他们随后将体验到学习和理解知觉的增加，这些知觉被操作为认知兴趣。研究表明，讲故事法不仅对认知兴趣有直接的显著影响，也通过注意、结构和意义三个途径对学生的认知兴趣有显著的间接影响，当学生报告更多的注意力、组织性和融入性时，他们也报告了更多的对课堂的认知兴趣[37]。因此，教师清晰性被认为是学习者和教师共同塑造理解的过程[37]。

2.2.2. 教师即时性

教师即时性是通过言语和非言语行为实现的，非言语的即时线索包括前倾、放松的身体姿势、动作、微笑、眼神交流、适当的触摸和点头和声音变化等[38][39]。教师即时性行为能够增加教师与学生之间非言语互动和亲密沟通行为[40]，并减轻师生间的心理和物理距离[41]，使学生对教师产生一种喜欢感，并迫使学生接近而不是回避即时行为的来源，从而激发学生情感兴趣[42]。教师即时性行为作为一种有效的教学技术，不仅有利于和谐师生关系的形成，也有助于促进学生的高效学习及学术成果的获得[43][44][45]。实验课堂的研究表明，当教师使用非言语即时性时，学生报告更高水平的情感感知[46][47]。教师也可以使用兴趣线索，来增加学生的注意力，促使他们好奇并在情感上与学习情境联系起来[33]。

2.2.3. 教师清晰性和即时性的交互作用

以往研究分别探讨了教师清晰性和即时性对学生兴趣的影响，而二者的交互作用又会如何影响学生的兴趣发展呢？研究者利用可加性假说发现了它们的交互效应[48]，该假说认为清晰性和即时性的积极主效应将为学生创造一个理想的学习环境[49]，即假设清晰性和即时性都是积极的教学行为，当两者都存在时，学生将受益最大。基于此，一项关于认知兴趣和情感兴趣在教师教学行为与学生参与度之间中介作用的研究表明，教师清晰性和即时性分别正向预测学生认知兴趣和情感兴趣，而教师即时性与教师清晰性的交互作用显著地预测了学生的认知兴趣，而不预测学生的情感兴趣；与学生的情感兴趣及学生对课程的迷恋和课堂体验的热情相比，清晰教学和即时教学对学生认知兴趣和课程信息效用的感知及回忆课程内容的能力具有更强的影响；理想情况下，教师应该最大限度地使用清晰和即时行为来激发学生的认知兴趣，进一步支持了可加性假说[50]。

随着在线学习系统在高等教育中的引入，教与学的范围也随之改变。俄罗斯一项研究表明，在线教育中诸如演示 PPT、屏幕共享、基于网络的媒体和上传到网络平台的文档等信息技术元素和视觉提示增强了教师行为的清晰性，而在线课堂上带有网络摄像头的交流使教育过程更加即时[51]。

综上，教师行为的清晰性和即时性对学生兴趣的激发和维持以及学生对课堂参与度的提高具有重要作用，然而由于研究方法的局限性如横断研究以及跨文化因素的影响，研究者对教师清晰性和即时性行为的界定和测量的标准可能会存在差异，因此，研究者未来应该在更大的文化背景下研究教师行为的清晰性和即时性的复杂性及其他影响因素对学生兴趣的影响。

3. 兴趣的干预措施

兴趣发展的四阶段模型从认知过程和情感过程两个方面描述了从情境兴趣到个体兴趣的发展阶段，其基本观点为：特定情境引发兴趣，兴趣可以跨越情境并随着时间的推移而发展，变得更加持久，即随着时间的推移，被触发和维持的情境兴趣的重复体验可以发展成一种新兴的个人兴趣，从而使个体重新寻找机会与兴趣对象接触[1]。兴趣发展的四阶段模式对教学实践具有积极的启示意义，教师可以在前两个阶段(触发并保持情境兴趣)中激发学生新的兴趣，并在后两个阶段(形成并发展良好的个体兴趣)中保持或加强学生的兴趣[52]。兴趣发展始于特定的情境，但当这些兴趣得到很好的发展时，个体就会做出有意识的选择，并自主地追求自己的兴趣[53]。一项纵向研究表明，从学龄前到成年，个体对科学等的兴趣发展中，很可能存在“出口”和“入口”，而教育工作者和父母在个体兴趣发展中发挥重要的支持作用[54]。

Xu 等人(2012)在一项关于中学课堂的研究中提供了触发和维持兴趣的方法的细节，比如，将教室描述为关怀和有组织的、教师采取多种教学方法等。值得注意的是，研究者还观察到，老师明确表示要培养学生对科学的兴趣，而事实上，学生学习的动机是因为他们的老师对这门学科感兴趣并进而培养学生对这门学科的兴趣[55]。因此，对于学生兴趣的培养，教师不仅可以通过吸引学生注意力的方式组织学习活动来激发情境兴趣，也可以通过定制个性化语境将学习内容和学习者的需求和兴趣联系起来[52]。例如，在大学生物课上，各种因素引发了情境兴趣，如动手活动、新奇感、惊喜和小组工作[56]；被给予个性化数学问题的学生工作更努力，表现更好，这对数学学习困难的学生和对内容领域兴趣较低的学生的积极影响最明显[57]。其次，教师可以通过“基于问题”的教学促进学生深层次的兴趣发展，但一个简单的问题并不足以维持兴趣本身[58]，因此，教师通过建立在学生自身基础上的复杂问题，并不断引导学生提出额外的问题，可以反复触发情境兴趣[59]。最后，通过效用价值干预实现情景兴趣向深层次个人兴趣的整合[52]。当学生意识到课程主题的价值时，他们就会产生更大的兴趣，更努力地学习，表现得更好，坚持更久，学习更多的课程，并完成学位课程[60]。效用价值干预非常适合大学导论课程，例如，在本科心理学导论课程中，相对于写课程材料摘要的对照组，简短的实用价值写作业可以提高在课堂上表现较差

的学生的兴趣[61]。

一项关于不同形式的效用价值干预在支持研究生对生物学的兴趣方面的有效性的研究表明,自我相关的信息处理对于那些几乎没有兴趣的人和那些有更高兴趣的人是不同的[62]。该研究创设了两个实验条件,一个是向学习者提供有关学习生物学的实用信息,另一个是支持他们与生物学内容建立自我相关的联系(例如,通过写作)。结果表明,当那些已经对生物学有兴趣的人收到有关生物学实用价值的信息时会出现对生物学感兴趣,而那些没有兴趣的人在接受第二个条件后,即他们被要求写下自己对内容实用性的联想,才会出现对生物学的兴趣,值得注意的是,这一条件也增加了所有学生的兴趣。基于此,研究者认为效用价值干预是兴趣发展的触发器[62]。然而,并不是每种干预方法均适用于所有学生,教师应该根据班级情况和学生的学习水平和原有兴趣制定适合的教学方案和干预措施。

4. 总结

知识不是兴趣的唯一组成部分,情感也不是,兴趣产生的前提是认知,但认知不一定会触发兴趣。个体需要接触或拥有某一内容领域的最低水平的知识,才能引发兴趣,即使个体对某一种特定活动有遗传倾向,个体仍需要有与该活动相关的模型、指导和机会来激发和发展兴趣[1]。兴趣发展涉及个体知识和情感的相互作用,兴趣阶段之间的转移必须包括积极的感受和知识发展的机会[63]。强有力的证据表明,学习参与和外部支持能够维持和加深学生对内容的兴趣[14][64]。在兴趣发展的早期阶段,以教学内容为背景的外部支持尤其重要,教育者最应该帮助学生对处理教学内容的新兴能力感到积极,而且还需要随着兴趣的发展从更多的外部支持转向更多的内部支持[1]。在兴趣开始发展之前,或兴趣完全不存在时,个人可能需要其他人的支持和/或被分配的任务,以便与他们正在学习的内容建立有意义的联系,因此,教师可以识别或规划兴趣的潜力并促进信息处理以实现个人联系,这对有意义的学习特别有益[16]。当教师持续引导学习者与触发的兴趣内容一起工作时,这可能导致自我生成的信息搜索以及兴趣的持续发展[65]。

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