



華東師範大學  
EAST CHINA NORMAL UNIVERSITY

# 试论核心素养的课程意义

## The Curriculum Meaning of Core Competencies

崔允灏 博士

CUI Yunhuo Ph.D. ICI, ECNU

教育部人文社会科学重点研究基地  
华东师范大学课程与教学研究所



## 与你分享/Outline

- **何为核心素养**

**What is Core Competence?**

- **核心素养在课程发展中的角色定位**

**The Role of Core Competencies in Curriculum Development**

- **核心素养对于课程发展的意义**

**The Meaning of Core Competencies to Curriculum Development**



# 一、何为核心素养？ What is Core Competence?

个体在信息化、全球化、学习型社会，面对复杂的不确定情境时，综合运用所学的知识、观念、方法解决实际问题所表现出来的**关键能力、必备品格与价值观念**。

Dealing with complex situations in information, global, and lifelong learning society, individuals need **key skills, necessary characters, and values** to solve real life problems with knowledge, ideas, and methods they learned.



# 一、何为核心素养？ What is Core Competence?

- 价值观是21世纪核心素养的核心，核心素养必须对个人成功和社会进步都有价值
- 强调真实、复杂情境中的问题解决能力
- 具有连续性和阶段性，可教、可学、可评
- 是课程育人价值的集中体现，超越具体的知识与技能
- 是关键的、共同的素养，代表未来一代的新人形象
- Values are central to 21<sup>st</sup> century core competencies.  
CC need to be valuable to both individual success and societal development.
- Solve problems in real and complex contexts
- Consistency and periodicity; Teachable, learnable, and evaluable
- The real merit of curriculum ; Transcending knowledge and skills
- Key and common competencies; the expectation of future generation



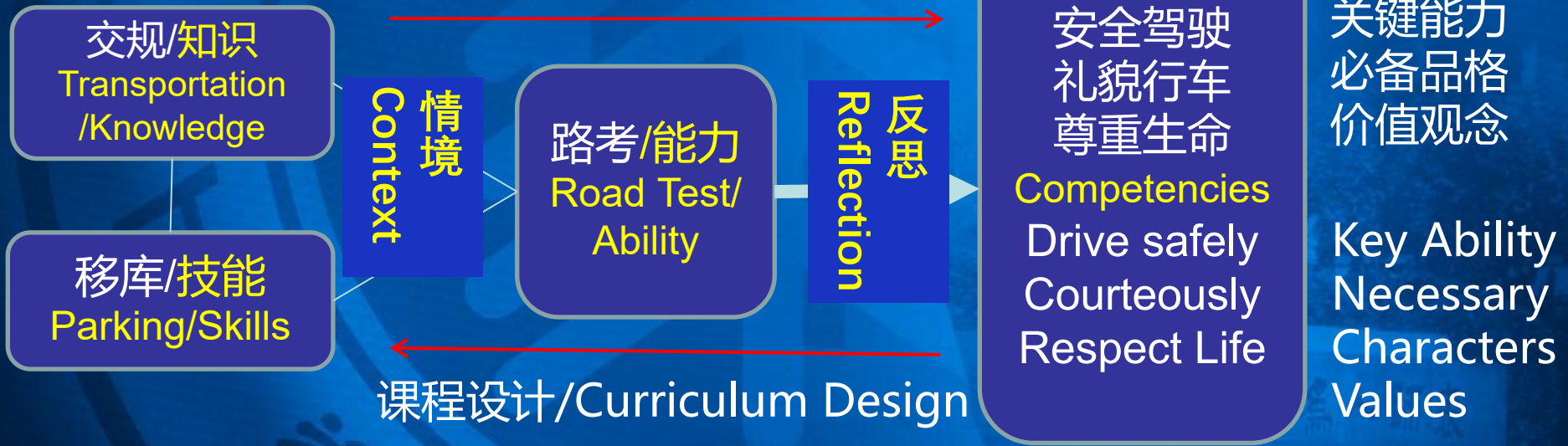
# 实例：汽车驾驶

## 知识、技能、能力、素养之关系

### Example: Driving

## Knowledge, Skills, Ability and Competencies

教学实践/Teaching Practice



$$C_{\text{ompetencies}} = AR = (K + S + C_{\text{ontext}})R$$



# 核心素养的理解误区

## Misunderstanding of Core Competencies

- 仅把核心素养作为教育目的或意图。
- 只要求核心素养与学科或学习领域建立关联。
- 只强调教师在课堂教学层面落实核心素养的目标或指标。
- Only setting CC as the goal or intention of education
- Only connecting CC with learning subjects or areas
- Only focusing on implementing CC in classroom teaching



## 二、核心素养在课程发展中的角色定位

### The Role of Core Competencies in Curriculum Development

- 作为可把握的教育目标实体
- 作为课程、教学与评价目标的来源
- 作为内容处理与教学实施的GPS
- 作为学习质量评价的参照
- Tangible goals of education
- Sources of the goals of curriculum, teaching, and evaluation
- GPS of content design and teaching
- References of performance evaluation



# 指向核心素养的课程发展

## 课程建设像房屋建造吗？

### CC-oriented Curriculum Development

### Imagining Building a House

#### 学科核心素养/Subject-based Core Competencies

单元1+2+3，形成某学科学期课程/Unit 1+2+3—Subject content in a semester  
如房间1+2+3，形成一幢楼/Room 1+2+3—A House

#### 单元1 Unit 1

知识点1+2+3..... Knowledge 1+2+3

如水泥+钢筋+门+窗，形成房间1

Cement+Reinforcing Bars+Doors+Windows— Room 1

#### 单元2

#### Unit 2

房间2

Room 2

#### 单元3

#### Unit 3

房间3

Room 3

#### 课时1/Lesson 1

知识点1，如水泥

Knowledge 1, cement

#### 课时2/Lesson 2

知识点2，如门

Knowledge 2, doors

#### 课时3/Lesson 3

知识点3，如窗

Knowledge 3, windows





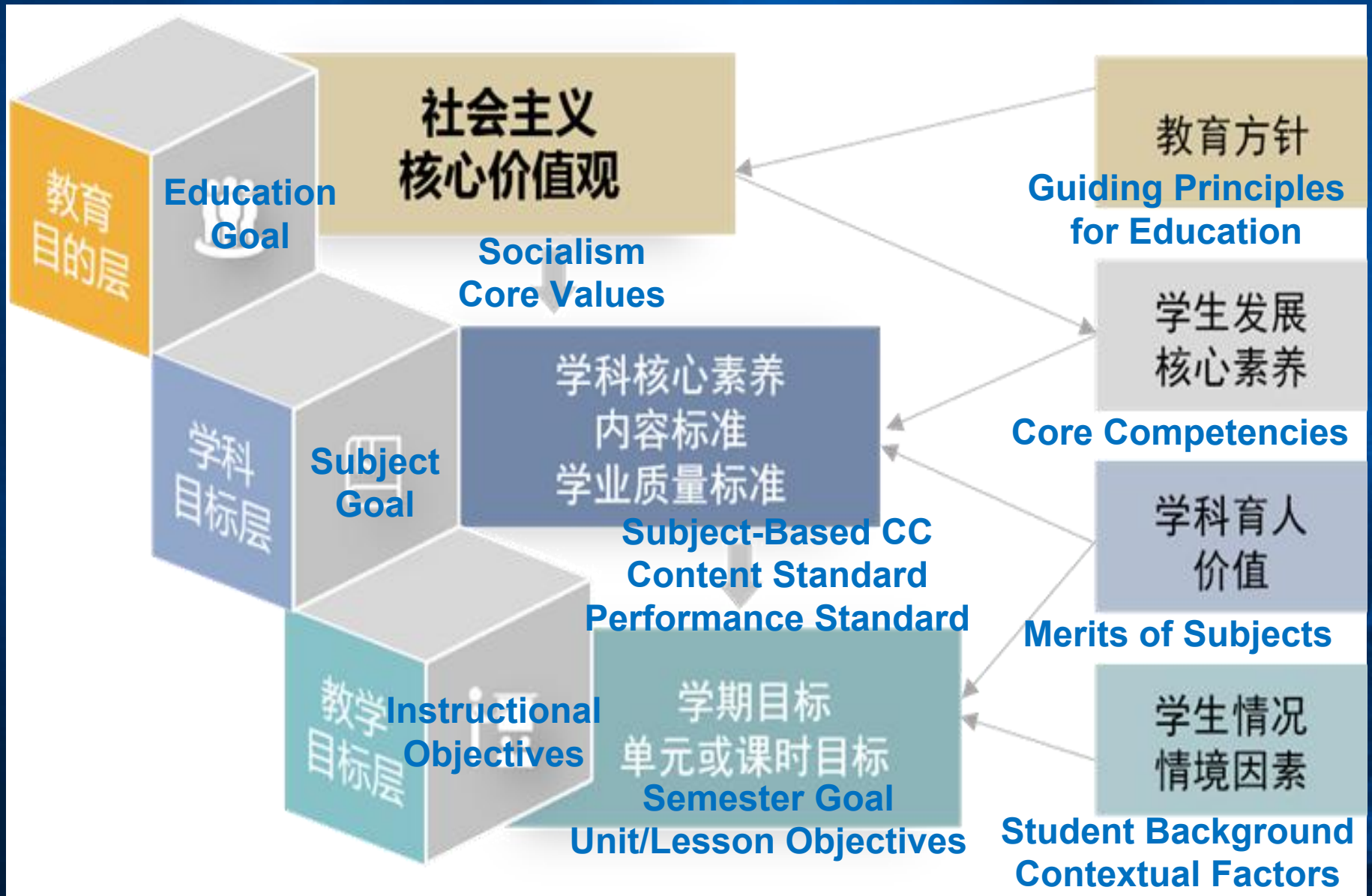
# 三、核心素养对于课程发展的意义

## The Meaning of Core Competencies to Curriculum Development

- 建构课程育人的专业话语
- 打破学科等级化的困境
- 消解分科与整合的课程对立
- 提供更具教育性的问责
- 推动课程领域的专业对话
- Professional discourse of cultivating students
- Breaking the hierarchy of different subjects
- Dispelling division between subject-based and integrated curriculum
- Accountability in education
- Professional conversation in curriculum



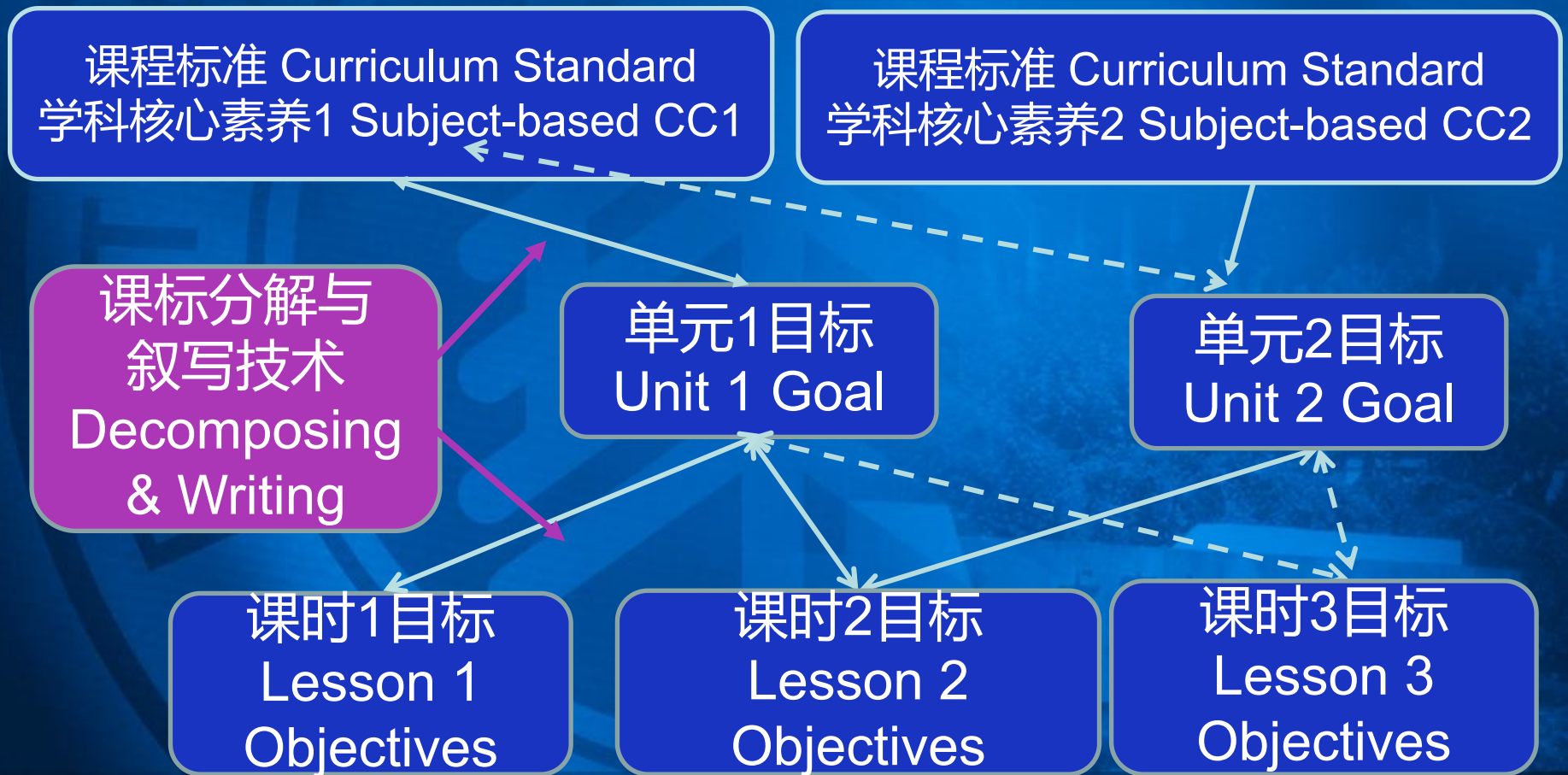
# 课程育人的专业话语 Professional Discourse





# 从课程标准到课堂目标的一致性

## Consistency from Curriculum Standard to Lesson Goal





# 对学科育人目标的认知升级 Cognitive Upgrade in Subject Goals

教书

Teaching

基础知识与基本技能/Basic Knowledge and Skills

1.0版

1952年，中学教育暂行规定

三维目标/Three Dimensional Goals

2.0版

2001年，基础教育课程改革纲要

学科核心素养/Subject-based CC

3.0版

2016年，普通高中课程标准

Cultivating  
育人



# 重新思考课程组织的两难问题

## Rethinking the Dilemma of Organizing Curriculum

Major VS Minor  
Subject

主科与  
副科

课程发展的逻辑起点  
Logical Starting Point

核心素养

Core  
Competencies

分科与  
整合  
Subject  
VS  
Integration

Learn  
Earlier VS Later

先学与  
后学



# 驾驶素养评价的启示

Inspiration from the Evaluation of Driving Competence

Drive Safely  
安全 驾驶

礼貌

行车

Drive

Courteously

尊重

生命

Respect

Life

- 没有评价，就没有课程
- 没有课程就没有专业的教育
- 教之于学，犹如卖之于买
- 形成性评价与终结性评价之别

- No Evaluation, No Curriculum
- No Curriculum, No Professional Education
- Teaching as to Learning  
--Selling as to Buying
- Formative vs Resultative Evaluation



# 驾驶素养评价的启示

Inspiration from the Evaluation of Driving Competence

Drive Safely  
安全 驾驶

礼貌 行车

Drive Courteously

尊重 生命

Respect Life

- 在情境中习得知识与技能
- 在情境中应用知识与技能
- 在经验与体验中学会反思
- 在反思中养成态度与习惯
- 在态度与习惯中养成价值观

- Learn knowledge and skills in context
- Apply knowledge and skills in context
- Reflect while experiencing
- Cultivate attitudes and behaviors while reflecting
- Forming Values from attitudes and behaviors



# 结束语

## Concluding Remark

为课程，为儿童，为未来！

For Curriculum, For Children, For Future

课程是条船，素养是彼岸，

Curriculum is a boat, Competence is the other shore

我们都是撑渡人！

We are all Captains

實創造 為人師表