

有研究表明,教师知识与学生的学业成就之间存在正相关。^[32]已有研究也表明,要在教师教育中更好地发展教师知识,就必须对教师知识有更为清晰的了解。^[33]这些都说明了教师知识研究的重要性,审视欧美的教师知识发展历程,可发现教师知识的演变在很大程度上受到了知识观的影响。从理性主义到后现代主义,从静态到动态,从客体到主体,在不同知识观的指引下,欧美学者对教师知识的揭示越来越合理,研究方法越来越丰富,研究结果也越来越有效地诠释了教师有效教学所需要的知识结构。这可为分析我国的教师知识研究,提高教师教育的有效性提供有益参考。通过树立正确的教师知识观,可以更深刻地理解教师知识的内涵,更好地构建教师的知识体系,从而更有效地促进教师的专业发展。

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