

## 摘要

2010年国务院发布《国家中长期教育改革和发展规划纲要（2010-2020）》，“纲要”明确提出“加强国际理解教育”；此后，我国国际理解教育实践及研究步入一个快速发展时期。上海市教委在2012年推行“中小学非通用语学习计划”，试图通过非通用语课堂这一新形式在基础教育阶段推广国际理解教育。本文以上海大学附属小学土耳其语拓展班为个案，实际考察非通用语课堂中的国际理解教学效果。本论文在厘清概念和综述前人研究的基础上，进行了以田野调查为主的实证研究，从上海大学附属小学土耳其语课程班课程与教学规划研究入手，从民族志视角探究课堂中的师生互动，并结合相关政策文本以及师生访谈数据开展分析。本研究借助符号主义文化观和相关教育政策评估框架发现，在学生主动参与土耳其语课堂文化和秩序重构的过程中，学生和教师达成了国际理解教育所倡导的“事实上的相互依赖”。本研究还发现，国内学者倡导的“‘异己’间共生”理念对于指导国际理解教育开展有重要理论价值；同时，非通用语教学进入基础教育阶段能够推动我国国际理解教育进一步发展。

**关键词：**国际理解教育；非通用语种；教育政策评估；符号主义文化观

## Abstract

In 2010, the State Council issued the Outline of China's National Plan for Medium and Long-term Education Reform and Development (2010-2020) which clearly proposed to develop International Understanding Education; since then, a large number of studies and practices of International Understanding Education have emerged in China. Shanghai Municipal Education Commission carried out 'Less-commonly taught languages learning program in primary and secondary school' since 2012, trying to promote international understanding education through less-commonly taught language classroom in elementary education. Based on Turkish learning program carried out by Primary School Affiliated to Shanghai University, after clarifying the concept and summarizing the previous studies, this paper conducted a field work focusing on the teaching effect of international understanding in the Turkish classroom, exploring the interaction in the classroom from the perspective of ethnography, and combining with relevant policy texts and interview data from teachers and students to carry out analysis. Through the perspective of symbolic culturalism and related educational policy evaluation framework, this paper found that the de facto interdependency advocated by international understanding education has been accomplished by both teacher and students in the process of students' active participation in the reconstruction of the culture and order of Turkish classroom. Meanwhile, it is found that: the 'mutualism between the conflict others' teaching mode and idea is important for international understanding education; at the same time, less-commonly taught languages learning program in elementary education can promote the further development of international understanding education in China.

**Key words:** International understanding education; Less-commonly taught languages; Educational policy evaluation; Symbolic culturalism