

# The Consideration of Early Childhood Educators for Young Children's Learning Location in Television Spectacle: Exploration from the Perspective of Sociology of Education

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## Abstract

Television spectacle was constructed of the whole social formation with television media as the main characterization, apart from playing the instructional role of young children's cognitive, affective and skill development, but also representing the superior class's values and ideology of mainstream social culture. With the perspective of sociology of education, this study was combined theoretical analysis and interviews to explore early childhood educators' consideration about young children's learning location in television spectacle, considering its impacts of learning, highlighting young children's subjectivity and agency with early childhood educators' help in the media society. The results showed that television media could link the real and virtual sensory experiences and arouse motivation and interest, but easy to fall into the ethnic, class, gender or other social negative behaviors in the reproduction framework of socialization and ideology. Therefore, the early childhood educators should work with young children to employ with the use of critical reading of instrumental access and use in television spectacle, highlighting the subject agency's empowerment and liberation of young children.

**Keywords:** Early childhood educators, Television spectacle, Young children's learning location, Sociology of education

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# 幼教人員對電視景觀中幼兒學習定位之思考： 教育社會學的探究

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## 摘 要

電視景觀以電視媒體建構整體社會形塑為主要表徵，除了扮演幼兒認知、情意與技能發展的輔具角色，亦再現主流社會文化的優勢價值與意識型態。本研究從教育社會學的分析角度出發，結合理論分析與訪談探究幼教人員對於幼兒在電視景觀中的學習定位之認知圖像，思考幼教人員對於電視媒體影響幼兒學習的想法，突顯幼教人員協助幼兒在媒體社會中發展主體性與能動性。研究結果顯示電視媒介連結幼兒真實感官與虛擬符號的體驗來引起學習動機和興趣，但容易落入族群、階級、性別或其他社會負向行為的社會化與意識型態之再製框架。因此，幼教人員必須協同幼兒針對電視景觀中的工具性近用與使用進行批判解讀，藉以彰顯幼兒在此景觀中的主體能動性之賦權和解放意識。

**關鍵字：** 幼教人員、 電視景觀、 幼兒學習定位、 教育社會學

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