

隱藏在敘事塗鴉中的秘密： 幼兒固著圖像與隱性情緒在親師生溝通中的運用

¹劉丹宴

台中教育大學諮商與應用心
理學系研究生

²陳易芬

台中教育大學諮商與應用心
理學系副教授

³沈妙玲

台中今日幼兒園園長

摘 要

敘事塗鴉是幼兒最熟悉的創作方式，也是一種表達情緒的方式。研究者在多頁且定期進行的敘事塗鴉本中發現一些固定構圖的創作，這些固著的形式與幼兒的隱性情緒有著特別的關聯性。本研究以圖像分析與質性訪談方式，探討師生溝通與親師溝通對隱性情緒與固著圖像的突破和改變。

研究發現：(一) 教師引導介入使個案創作產生明顯變化；及(二)固著圖像與隱性情緒間呈現高度相關；及(三) 隱性情緒在教育現場中無立即性干擾而易受忽略。(四)敘事塗鴉促進親師溝通的驗證功能增加了解幼兒的面向；及(五)親師溝通的阻礙現象成為教師壓力源使其減少溝通動機；及(六)教師引導介入是突破固著圖像與情緒議題的重要關鍵；及(七)自由創作更能突顯幼兒個別性與心理議題；及(八) 教師參與研究的經驗增進教師覺察力與敘事塗鴉的專業知能。

研究結果顯示固著圖像蘊藏著許多隱性訊息，當教師為協助個案突破困境時，敘事塗鴉在師生溝通與親師溝通中除了有著訊息揭露的功能之外，也能辨識與驗證幼兒的情緒狀態，讓創作作品、幼兒、家長與教師形成合作關係協助幼兒正向發展。

關鍵詞：幼兒、固著圖像、敘事塗鴉、隱性情緒

Secrets Hidden in Narrative Scribble : The Application of Fixed Images and Hidden Emotions of Young Children in Teacher-Student Communication and Parent-Teacher Communication

¹Tan-yen Liu

Master student, Department of
Counseling and Applied
Psychology, Taichung
University of Education

² Yih-fen Che

Associate professor,
Department of Counseling and
Applied Psychology, Taichung
University of Education

³ Miau-lin She

Principal,
Today Preschool, Taichung

Abstract

Narrative scribble was the creative approach most familiar for young children, which was also a way to express their emotions. From multi-page and periodic narrative scribble books, the researchers found fixed composition creations. These fixed forms had a special connection with young children's hidden emotions. In this study, through image analysis and qualitative interviews with teachers, the breakthroughs and changes arising from "teacher-student communication and parent-teacher communication on hidden emotion and fixed images" were explored.

Research findings show: (1) The teacher's guided intervention led to significant changes in case creation; (2) Fixed images and hidden emotions were highly correlated; (3) Hidden emotions had no immediate interference at the educational scene and thus were easily deliberately ignored; (4) Narrative scribble promoted the verification feature of parent-teacher communication and increased understanding of young children's orientation; (5) The obstruction of parent-teacher communication became a source of stress for teachers and reduced the teacher's motivation to communicate; (6) Teacher-leading intervention was an important key to break through fixed images and emotional issues; (7) Free-style creation could highlight young children's individuality and psychological issues; and (8) The experience teachers involved in this study enhanced teachers' observation and professional knowledge of narrative scribble.

Research results show that fixed images contain a great deal of hidden information. When teachers assisted cases in overcoming plights, narrative scribble not only features information disclosure through teacher-student communication and parent-teacher communication, but also identified and verified the emotional state of young children; forming a cooperative relationship among creative works, young children, parents, and teachers and assisting young children in heading toward positive development.

Keywords: young children, fixed images, narrative scribble, hidden emotions