

知的障害特別支援学校における体育の授業づくりに関する研究

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【目的】

今日、知的障害特別支援学校の体育の授業づくりについて、困難さを抱く教員が存在することが明らかとなっているが、授業づくりにおいて教員が意識している点について着目した研究は少なく、特に中学部・高等部に関しての研究は見当たらない。以上のことから、知的障害特別支援学校中学部・高等部の体育授業担当教員を対象として、授業づくりにおいて意識している点を調査し、教員養成段階や研修に必要とされる視点を明らかにすることを目的とした。

【方法】

東京都及び千葉県のある知的障害特別支援学校中学部・高等部に勤務する体育授業担当教員に対し、Webを用いたアンケート調査を行い、155名から回答を得た。得られた回答から質問項目を因子分析し、抽出された因子と、対象者の属性ごとに分散分析により得点の平均値を比較した。

【結果】

知的障害特別支援学校の中学部・高等部において体育授業担当教員は、「環境の調整」「主体的な取り組みを促すための段階的指導」「体育・スポーツへの多様な関わりと生涯スポーツ」「協働的な体育指導」を意識して授業づくりを行なっていることが明らかとなった。これらの意識について、教職歴が長い者や、これらの意識に含まれる要素に関わる免許状を所有している者の方が有意に意識していることがわかった。

【結論】

本研究では、知的障害特別支援学校中学部・高等部の体育授業において教員が意識していること、また、同じ体育指導を行なっている教員の中でも、教職歴や所有免許状によって差が生じていることが明らかとなった。今回明らかとなった教員の意識に着目した内容を、教員養成段階や教員の研修に取り入れることで、経験の浅い教員や、授業づくりに対して困難さを抱いている教員の一助を担うことに繋がると考えられる。

A Study on the Creation of Physical Education Classes in Special Needs Schools for the  
Mentally Retarded

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[Purpose]

It is clear that there are teachers who face difficulties in designing physical education classes at schools for special needs children with intellectual disabilities, but there are few studies that have focused on teachers' awareness of the elements involved in designing such classes, with no research found on middle and high school classes in particular. Therefore, the purpose of this study was to investigate the aspects that teachers in charge of physical education classes at junior and senior high schools for special needs students with intellectual disabilities are aware of when designing classes for this group, and to clarify the perspectives that are needed at the teacher training stage and in training.

[Method]

We conducted a web-based questionnaire survey of teachers in charge of physical education classes at junior and senior high schools for special needs children with intellectual disabilities in Tokyo and Chiba prefectures, and received responses from 155 teachers. The questionnaire items were factor-analyzed from the responses obtained, and the extracted factors and the mean scores were compared using analysis of variance for each attribute of the subjects.

[Results]

It was found that teachers in charge of physical education classes at junior and senior high schools for special needs children with intellectual disabilities were conscious of the following aspects in the process of designing classes: "adjusting the environment," "step-by-step guidance to promote independent efforts," "diverse involvement in physical education and sports and lifelong sports," and "collaborative physical education guidance." It was found that those who had been teaching for a long time and those who held a license related to adapted physical education were significantly more aware of these elements.

[Conclusion]

This study found that teachers' awareness of the elements of physical education for intellectually disabled children at junior and senior high schools differed even among those who taught the same physical education classes depending on their teaching experience and the licenses they held. The content of this study, which focuses on the awareness of teachers, can be incorporated into the teacher training stage and the training of teachers to help inexperienced teachers and teachers overcome any difficulties they may face in designing physical education classes for special needs children.