

中国の中学校体育授業における創作型ダンス導入の有効性の検討  
山東省濱州市濱城区の中学校を対象とした実態調査および介入授業から

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【目的】

本研究の目的は、中国の中学校体育授業における体育ダンスの現状を明らかにすること、中国の中学校体育授業に創作型ダンスを導入することの有効性を検討することである。

【方法】

研究方法として、山東省濱州市の中学校 17 校の体育教師 67 名を対象に体育授業の実態調査と意識調査をオンラインで実施し、特徴を分析した。また、北善中学校の 2 クラス 1 年生 112 名を対象に 1 か月間に 7 回の創作型リズムダンスの介入授業単元を実施し、授業前後の意識調査と形成的授業評価を通じて創作型ダンス導入の有効性を検討した。

【結果】

(1) 実態調査の結果、95.5%の教師が体操の指導目標を正しく理解し、その必要性を支持したが、体操の実施率は 22.4%であり、陸上・球技よりも大幅に低かった。教師は自分の専門分野を中心に授業を実施した。体操専門教員の体操や体育ダンスの実施率は非体操専門教員のそれより有意に高かった。

(2) 介入授業の結果、形成的授業の評価において、知識、理解、踊る技能、作る技能の得点が有意に向上した。ダンスのイメージでは、自由な、表現的な、創造的ななどの創作型ダンスの特性に関する得点が有意に向上した。ダンスの学習成果では、踊る技能と創作技能、協調性、相互理解、自信、意欲などの得点が有意に向上した。

【結論】

中国山東省濱州市の中学校では体操や体育ダンスが十分に行われていないことが明らかになった。体育ダンスの実施率が高い体操教師の数が増えると、体育ダンスの実施が増える可能性が示唆された。創作型リズムダンスの介入授業を通じて、生徒は創作型ダンスの特徴をよく理解し、踊る技能を習得し、表現力、創造性、社会性を向上させた。このことから、中国の学校体育に創作型ダンスを導入する効果が検証され、資質教育の向上に貢献する可能性が示唆された。

**Examining the effectiveness of introducing creative dance in Chinese middle school  
physical education classes**

From a factual investigation and intervention class for middle schools in Bincheng District,  
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[Purpose]

This study aims to clarify the current state of dance as an activity in Chinese middle school physical education classes and to examine the effectiveness of introducing creative dance in Chinese school physical education.

[Methods]

As a research method, we conducted an online factual investigation and awareness survey of 67 physical education teachers from 17 middle schools in Bincheng District, Binzhou City, Shandong Province, China, and analyzed their characteristics. Additionally, we conducted 7 intervention classes of creative rhythm dance per month for 112 first grade students in 2 classes at Beizhen Middle School, and examined the effectiveness of introducing creative dance through awareness surveys before and after the lessons and formative lesson evaluations.

[Results]

First, although the results of the factual investigation revealed that 95.5% of teachers correctly understood the teaching goal of gymnastics and supported its necessity, the implementation rate of gymnastics was a mere 22.4%, which was significantly lower than that of athletics and ball games. Teachers mainly conducted physical education classes within their own professional fields. The rate of gymnastics and dance performed by gymnastics teachers was significantly higher than that of non-gymnastics teachers.

Secondly, the results of the intervention lesson indicated that the scores for knowledge, understanding, dancing skill, and creative skill significantly improved in the evaluation conducted after the formative lessons. The score for the characteristics of creative dance, such as freedom, expression, and creativity, significantly improved. Additionally, as a result of dance lessons, scores for attributes, such as dancing skill, creative skill, cooperation, mutual understanding, self-confidence, and motivation significantly improved.

[Conclusion]

From the above, it became clear that gymnastics and dance as a physical activity were not sufficiently performed at middle schools in Binzhou City, Shandong Province, China. It was suggested that as the number of gymnastics teachers with a high implementation rate of including dance in physical education increases, the frequency of dance lessons as part of the physical education curriculum may increase. Through the intervention class of creative rhythm dance, students understood the characteristics of creative dance well, acquired dancing skills, and improved their expression, creativity, and sociability. Thus, the positive effect of introducing creative dance into the physical education curriculum in Chinese schools was verified, and it was suggested that it may contribute to the improvement of the overall quality of education.