

## 中学校の創作ダンス授業における指導未経験教師の教師行動に関する事例研究 —指導上の困難点と課題の検討—

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### 【目的】

平成20年に、中学校でダンスが必修化されたが、「創作ダンスの指導は難しい」と考えている教員が多く、指導経験が少ない教員の指導力養成が課題となっている。そこで本研究では、創作ダンス指導未経験教師の教師行動から指導上の困難点を明らかにし、その課題を検討することを目的とした。

### 【方法】

授業者は創作ダンス指導未経験の教師1名(教員2年目、男性)であった。中学校1年生の創作ダンス6時間単元の3時間目の授業に焦点を当て、以下の4つの分析結果を集約し、未経験教師の教師行動における困難点と課題を検討した。

- ①授業中の教師行動の記録動画をもとに、未熟練教師と同校の熟練教師(ダンス指導経験33年)の授業展開の時間配分及び指導言語のカテゴリー別発話数を比較した。
- ②①の生徒の形成的授業評価から教師行動の違いによる学習成果への影響を検討した。
- ③未経験教師に「学習内容と技能目標」「言葉かけ」「フィードバック」について半構造化インタビューを実施し、困難点をコード化して抽出した。
- ④熟練教師4名に①の記録動画の観察評価を依頼し、③と同内容の半構造化インタビューを行い、課題をコード化して抽出した。

### 【結果】

未経験教師は熟練教師と比較して、「指導の手順」が混乱し、イメージや動きを引き出す「言葉かけ」や「フィードバック」が少なかった。インタビュー分析から、未熟練教師の困難点及び課題として、「創作ダンスの特性」や「学習内容と技能目標」の理解が不十分であることが抽出された。

### 【結論】

未経験教師は創作ダンスの「学習内容と技能目標」の理解が不十分であり、「よい動き」を見分ける観点が掴めておらず、イメージと動きを引き出すための「言葉かけ」や「フィードバック」に困難を感じていることが明らかになった。指導改善のための課題として、「創作ダンスの特性」「学習内容と技能目標」の本質的な理解を深め、順序よい授業進行と問いかけて引き出す相互作用行動が必要と示唆された。

## **A case study on the teaching behavior of an inexperienced teacher in a creative dance class at a junior high school**

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### [Purpose]

Dance has been made compulsory in junior high schools in 2008, but many teachers believe that “teaching creative dance is difficult,” and the training of teaching skills for teachers with little teaching experience is an issue. This study aimed to clarify the difficulties in teaching from observing the behaviors of teachers with no experience in teaching creative dance and to examine the issues involved.

### [Methods]

The subject of this study was a teacher (male, second-year teacher) with no experience in teaching creative dance. Focusing on the third class of a six-hour creative dance unit for first-year junior high school students, the following four analyses were conducted to examine the difficulties and challenges faced by inexperienced teachers.

(1) Based on the video recordings of teacher behavior during the class, we compared the time allocated for class development and the number of utterances by category of instructional language between the unskilled teacher and a skilled teacher from the school (33 years of experience in teaching dance).

(2) Based on the students' formative class evaluations in (1), the effects of differences in teachers' behavior on learning outcomes were examined.

(3) Semi-structured interviews were conducted with inexperienced teachers on “learning content and skill objectives,” “language use,” and “feedback,” and the difficulties mentioned were coded and connected the story-line.

(4) Four experienced teachers were asked to observe and evaluate the video recording of (1), semi-structured interviews were conducted with the same content as in (3), and the difficulties were coded and connected the story-line.

### [Results]

Inexperienced teachers were more confused about “instructional procedures” and provided less “verbalization” and “feedback” to elicit images and movements compared to skilled teachers. From the analysis of the interview, difficulties and challenges faced by the unskilled teachers were identified as insufficient understanding of the “characteristics of creative dance” and “learning content and skill objectives.”

### [Conclusion]

Inexperienced teachers had insufficient understanding of the “learning content and skill objectives” of creative dance, did not grasp the perspective of recognizing “good movement,” and had difficulty with “language” and “feedback” to elicit images and movement. For improving instruction, deepening the essential understanding of the “characteristics of creative dance” and “learning content and skill goals,” a well-structured class progression, and interactional behavior that elicits questions, are suggested as necessary.