

小学校表現運動における教師の学習指導スタイルに関する事例研究 - 体育授業観の違いに着目して -

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【目的】

本研究では、小学校表現運動の授業を対象に、教師が持つ体育授業観を明らかにし、主体的・対話的で深い学びの実現を目指した授業において、教師の学習指導スタイルとの関係について質的側面から事例的に検討することを目的とする。

【方法】

千葉県内のA小学校の授業担当教師2名を対象とし、表現運動の授業を6時間実施した。対象児童は52名であった。児童へ形成的授業評価、単元前の教師への体育授業観に関する半構造化インタビュー、教師の相互作用行動、学習指導スタイル、単元後の教師への半構造化インタビューのデータを収集し、分析した。

【結果】

・教師Aは「児童が主体的に楽しみ、心の成長につながる授業」を体育授業観として持ち、単元前半から中盤にかけては、教師主導の再生産スタイル群を基盤にしつつ、児童主導の生産スタイル群を段階的に増やすことで、児童の思考の活性化や創造的な動きの構成を促していた。一方、作品づくりや発表準備といった場面では、児童主導の生産スタイル群を中心に据えつつ、教師の介入を意識的に抑えることで、児童が自ら課題に取り組み、学習をコントロールできるようにしていた。

・教師Bは「気づきや発見を通して学びを深める探究的な授業」を体育授業観として持ち、単元前半では、児童主導の生産スタイル群を多く取り入れることで児童の思考や探究を促し、体育授業観に示された「気づき」や「挑戦意欲」を支えていた。一方、単元後半では教師主導の再生産スタイル群を再び活用し、児童が成果を実感できる学習場面を構成することで「成功体験」につなげていた。

【結論】

小学校表現運動における教師の体育授業観と学習指導スタイルの関連性について、教師の体育授業観が、学習指導スタイルに影響する可能性が示唆された。また、教師が児童主導のスタイルを用いることで、児童の主体的な学びを促し、生涯スポーツへの態度の育成に寄与する可能性が示された。

A Case Study on Teaching Styles in Elementary School Physical Education : Focusing on differences in the philosophies of physical education teachers

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[Purpose]

This study aims to clarify the philosophies of elementary school teachers about physical education classes, focusing on movement expression lessons. The relationship was also examined between these beliefs and the teaching styles of different instructors in classes designed to promote active, interactive, and deep learning.

[Methods]

Two teachers responsible for classes at Elementary School A in Chiba Prefecture participated in this study, and six hours of expressive movement lessons were conducted. The participants were 52 children. Data were collected and analyzed from formative lesson evaluations completed by the children; pre-unit semi-structured interviews with the teachers regarding their views on physical education lessons; observations of teachers' interactive behaviors and teaching styles; and post-unit semi-structured interviews with the teachers.

[Results]

- Teacher A felt that physical education lessons should be “classes in which children actively enjoy themselves and foster emotional growth.” From the early to middle phases of the unit, Teacher A maintained a foundation of teacher-led reproduction-style instruction while gradually increasing child-led production-style instruction, thereby stimulating children's thinking and promoting the construction of creative movements. In contrast, during activities such as creating works and preparing presentations, Teacher A placed greater emphasis on child-led production-style instruction and consciously limited teacher intervention, enabling children to independently engage in tasks and take control of their own learning.
- Teacher B held the view that physical education lessons should be “inquiry-based classes that deepen learning through awareness and discovery.” In the first half of the unit, Teacher B incorporated a substantial number of child-led production-style instruction groups to promote children's thinking and inquiry, thereby supporting their “awareness” and “motivation to take on challenges” emphasized in this teaching philosophy. In contrast, in the latter half of the unit, Teacher B reintroduced teacher-led reproduction-style instruction groups and structured learning situations in which children could tangibly experience their achievements, thereby leading to “success experiences.”

[Conclusion]

The relationship between teachers' views on physical education classes and teaching styles in expressive movement lessons at an elementary school may suggest that teachers' views on physical education can influence their teaching styles. Furthermore, the findings indicated that the use of child-led teaching styles by teachers may promote children's active learning and contribute to the development of attitudes toward lifelong participation in sports.