

研究資料

児童の「つまずき」の実態とその解決策からみた教育内容

— 陸上運動・ボール運動領域を対象として —

Educational content from the standpoint of students' actual condition of
“failure” and its solution

— Targeting track and field and ball exercise fields —

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Abstract

The nature of failure that teachers are aware of could be considered as educational content that students should learn. This study surveyed teachers' recall of actual failure cases in elementary school physical education classes and examined the means to solve them, targeting the events of high jump and hurdles in track & field and those of soccer and basketball in ball games. As a result, it was recognized that the high jump is an event in which failure is caused by the interrelations between “run up”, “takeoff”, and “bar clearance movement”, and in hurdling students are prone to failure due to related issues with the “trailing leg”, “leading leg”, and “running between hurdles”. Failure related to “being crowded together” and “cooperation” was observed for group skills in soccer and basketball. Failure in individual soccer skills occurred mostly during “ball touch” and “kick movements”. For individual basketball skills, failure occurred most frequently in “dribbling”, followed by “shooting”, then “passing”. The educational content important for each sports activity and the areas to focus on for solutions were determined from the detailed contents and characteristics of each activity's episodes of failure.

キーワード つまずき, 教育内容, 陸上運動, ボール運動

I. はじめに

よい体育授業を行うために必要な教師の力量は、実践や経験にもとづいて様々に言われている。しかし、教師の力量形成を追求していくなれば、備えるべき力量とはどのようなもので、

ひとつひとつの要素はどのような関連にあるのかということが把握されなければ、羅列主義に陥るか、実践性の伴わない精神主義に終わってしまうことが危惧される（吉本，1994）。

そこで、著者らは、教師の力量を論じている

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