

授与機関名 順天堂大学

学位記番号 ス乙第 14 号

参考資料としての学習指導要領における体育科学習内容の位置づけに関する検討

(Examination about the positioning of the physical education learning contents in the course of study as reference materials)

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Abstract

The purpose of this study was to reveal the issues concerning the framework for the learning contents and the positioning of them in the process developing the Course of Studies for Physical Education for 10years after World War II.

1. In the first stage of the period after World War II, the theoretical framework for the subjects was regarded as "objectives—teaching materials—methods," in which learning contents were ambiguously included in teaching materials in the Course of Study for School Physical Education in 1947, the Course of Study for Elementary School Physical Education (draft) in 1949, and the Course of Study for Middle and High School Health and Physical Education (draft) in 1951. This resulted in the situation where physical activity was considered as means for achieving objectives, and the concept of the learning content and the positioning of the learning content remained unclear.

2. Even at the time of 1951, the relationship between the concepts of teaching materials and learning content was ambiguously defined. The concept of "learning content" was used for both "teaching materials" and "learning activity," and remained unclear. However, considering the fact that not only physical activity was evaluated for promoting development but also the cultural meaning of physical activity as leisure activity was recognized through the evaluation method for teaching materials, some advance could be seen comparing to be examples of activities in the past, and thus a fledging could be seen in the learning content.

3. In the revised edition of the Course of Study for Elementary School Physical Education in 1953, the leaning content consisted of the objectives that were made clear and concrete from children's standpoint, and was widely defined including the cultural meaning of physical activity. This fact left some unclearness, but can be said to have laid the foundation for the concept of learning content in current physical education.

4. As state above, in the decade after World War II, the learning content was not defined positioned from the aspect of cultural values that physical activity itself has, and therefore the learning content could be specific objectives of each grade in school, but could not be the one which could be steadily learned by children.