

男女共習の教育的効果及び課題の抽出 ールールに工夫を加えた球技の授業実践からー

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【要旨】

従来, 中学校以上の体育は男女別習で行われてきたが, 新学習指導要領では共生の観点から男女共習が原則であると学習指導要領に示された. しかし, 性差による指導の困難さが先行研究から指摘されている. 男女共習の教育的効果が高ければ, すぐにでも広まるが必ずしもそうではない. そこで, 指導の困難さを考慮した男女共習で体育を行うことで, 教育的効果及び課題を抽出し, これからの指導の一助とすること目的とした.

中学 3 年生に対してソフトボール及びバレーボールの授業に工夫を加えた. 具体的な工夫としてソフトボールに関しては, ベースボール型種目未経験者が多いと考えられる女子生徒に配慮したルールを設定した. バレーボールにおいては, スパイカー・セッター・レシーバーといった専門ポジションを設定することにより, 男女ともに特定の技能向上を意図した.

分析の結果, ルールを簡易化することによって性差による影響を少なくすること, もしくは性差を意識させない工夫が重要であると考えられた. 男女共習による具体的な効果としては, 生徒がルール作成をすることで性差を意識しないでゲームに臨めたり, 男女での意見交流を行ったりすることができた. 課題としては, 異性と体育を行うことに関して不満をもつ生徒は一定程度存在し, ルールを工夫しても実力差やチーム内における異性の集団形成に不満があった.

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Educational effects of and problems with co-ed physical education: teaching 9th-grade volleyball and softball with special gender-neutral rules

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[Abstract]

Until recently, boys and girls were separated in physical education in junior high school and higher grades of secondary education in Japan, but new government curriculum guidelines instructed schools to offer joint classes, that is, co-ed physical education. Previously published studies pointed out difficulties with teaching physical education to mixed classes, such as various differences between the genders. If co-ed physical education had a large positive educational effect, it should be adopted quickly, but it actually does not. The present study examined some educational effects of and problems with co-ed physical education.

In the study, 9th-grade physical education classes in softball and volleyball were designed with special curricula. In softball classes, rules were introduced that gave consideration to the girls because they had had little experience playing baseball or similar games. For the volleyball classes, specific positions such as spiker, setter, and receiver were allocated with the intention of improving the technical level of both the boys and the girls.

The results suggested that it may be important to reduce the influence of gender differences by simplifying the rules and to minimize students' consciousness of gender differences. A practical effect of the co-ed physical education in the present study was that the new special rules helped the students participate in these two sports without feeling any negative effects from gender differences. The boys and girls were able to exchange ideas with each other and create their own rules. Problems found included that some students were not satisfied with physical education classes that all students could participate in, or, even though they had devised the rules, were not happy because of differences in ability between the genders or because of having to participate in teams that had been assembled regardless of the players' gender.