

論文の欧文要旨

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(Title)

Suggestion for teaching resources on " Fitness in playing ": based on difficulties teachers face

(Abstract)

The final goal of this study was to propose a teaching resource on "Fitness in playing". To this end, three studies were conducted: to examine teachers' awareness of Fitness in playing teaching, to understand the actual conditions of Fitness in playing classes, and to create and evaluate teaching resources to support teachers.

In Chapter 1, I examined teachers' awareness of the class content of "Exercises for Releasing Body and Mind" and "Exercises to Create Various Movements" in the lower and middle grades of elementary school based on the differences in teachers' capability in teaching physical education. The results showed that teachers who did not have a high level of capability in physical education were more recognized of their concerns and did not use the resources produced by the administration or the study group. Also, such teachers found it difficult to deal with various fundamental movements, except for "movements to move the body".

In Chapter 2, I compared the episodes of teaching, the amount of physical activity, and the acquisition of fundamental movements in the "Fitness in playing" classes of skilled physical education teacher and general teacher. The results showed that the skilled PE teacher had longer learning instruction episodes and the general teacher had longer management episodes. For physical activity, the SB of the general teacher was significantly higher and the MVPA of the skilled PE teacher was significantly higher. Furthermore, for fundamental movements, after the unit, the boys in the skilled PE teacher class acquired more fundamental movements than the boys in the general teacher class.

In Chapter 3, teaching resources were created based on the results of Chapters 1 and 2. Then, we compared the "Fitness in playing" classes conducted by teacher who did not have a high level of capability in physical education using the teaching resources we created with those of skilled PE teacher in Chapter 2. The results showed that there was no difference in management episodes, learning instruction episodes were longer for general teacher, and MVPA was higher for general teacher. On the other hand, the children in the skilled PE teacher class acquired more fundamental movements after the unit, regardless of gender.

Based on the results of the above three studies, I propose the teaching resources created to support the physical education classes of teachers who do not have high capability in physical education.