

育成可能性からみる「態度」概念の再整理
— 「日本語教育人材に必要な態度」をめぐって—

宇佐美 洋

文化審議会国語分科会の『日本語教育人材の養成・研修の在り方について（報告）』では、日本語教師に必要な「態度」の諸項目が示されているが、態度の全体構造が示されるにはいたっていない。またこれを研修立案の直接の根拠とするのであれば、各項目の育成・評価の可能性についての検討も必要である。そこで本論では、報告書内の「態度」諸項目を脱文脈化の上カテゴリ化することにより、(1) 他者との接し方に関わる項目、(2) 学習観・教育観に係わる項目、(3) 教育実践をめぐる省察に関わる項目、(4) 組織・社会の改善に関わる項目、の4 つに再構成した。そしてフォーマル学習としての教師研修では主に(3)の一部を扱うものとし、(1)(2)は(3)に含まれる「価値観の問い直し」という下位項目の「内面への深化」の結果として、また(4)は(3)の「教室外への拡張」の結果として間接的に扱っていくというグランドデザインを提案した。

【キーワード】 教師研修, 価値観, 省察, 体系化, 社会への拡張

(東京大学)

**Restructuring “Attitude Constructs” from the Perspective of Trainability:
Cultivating the Essential Attitudes for Human Resources
in Japanese Language Education**

USAMI Yo

In 2019, the Japanese Language Subcommittee of the Council for Cultural Affairs published a report entitled “On Human Resource Development for Japanese Language Education,” in which specific attitude items needed for Japanese language teachers were listed. However, these items were listed individually without any organization into a holistic structure, and it was uncertain whether some of the items in the report are trainable or not. To utilize the report as grounds for creating teacher training courses, the attitude items should be restructured from the perspective of trainability. Thus, the author rearranged the attitude items shown in the report and created a new attitude system in which each constituent is correlated. The system consists of four categories: (1) items concerning how to interact with others; (2) items concerning teachers’ values on learning and teaching; (3) items concerning teaching considerations; and (4) items concerning improvement of organizations and society. The author proposed a grand design for teacher training in which only (3) is dealt with directly; (1) and (2), which seem to be untrainable, can be dealt with indirectly as a result of the “inward expansion” of “reviewing on one’s values,” which is a subitem of (3), and (4) can be dealt with in turn as a result of the “outward expansion” of (3).

【Keywords】 teacher training, values on learning and teaching, reflection, systemization, inward and outward expansion

(The University of Tokyo)