

〔原著論文〕

保育者養成校における実習の事前指導の現状と課題

Current status and problems with guidance on practical training
at a nursery teacher training school

朴 信永 (宇部フロンティア大学短期大学部保育学科)

伊藤一統 (宇部フロンティア大学短期大学部保育学科)

吉島豊録 (梅光学院大学子ども学部子ども未来学科)

松田幸恵 (山口短期大学児童教育学科)

海野歩未 (下関短期大学保育学科)

Shinyoung PARK

(Ube Frontier College • Department of Nursery Education)

Kazunori ITOH

(Ube Frontier College • Department of Nursery Education)

Toyoroku YOSHIJIMA

(Baiko Gakuin University • School of Child Development Studies Department of
Childhood Education)

Yukie MATSUDA

(Yamaguchi Junior College • Department of Child Education)

Ayumi UMINO

(Shimonoseki Junior College • Department of Nursery Education)

Abstract — In a nursery teacher training program, "Practice teaching" is assumed to be an important subject to promote overall practice and ability to use studied knowledge and skill.

The enhancement of a prior guidance program before the practice is executed is indispensable to execute this "Practice teaching" effectively. Especially, the importance of this increases when the situation changes in the quality of modern student levels. In this study, we aimed to clarify the current state in the present search for the best shape of the guidance program that becomes most effective.

We found in each training school, the various devices used by visiting lecturers and the introduction of a variety of prior experience activities, etc that are performed according to the organizational structure in the guidance on practical teaching, including the prior guidance program, is not necessarily sufficient.

Key Words — child care practice, nursery teacher training, teaching of practical training, prior guidance of the training, post-practice guidance, teaching material, instructional materials