

## 総合学習における課題設定過程 ——内面の変化と教員の助言との相互作用に着目して

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### 要約

総合学習において生徒の興味・関心から課題設定する難しさが指摘されている。本稿は、①生徒の関心からの課題設定過程、②適切な教員の支援の2点の検討を目的として、生徒の内面の意識の変化と教員の助言との相互作用に着目した事例分析を行った。調査対象はA高校の個別課題学習である卒業研究である。課題設定場面の面接調査・日誌調査を通して得た対照的な2事例に関して「題材・トピック」、「inner referent」、「他者の声」、「意識的な判断」の4点に着目し分析を行った。課題の基となる心理的基盤をジェンドリンの概念を用いて「inner referent」と定義し、バフチンの「内的説得力のある言葉」「権威的な言葉」の観点をを用い「他者の声」と「意識的な判断」との関係性を分析した。その結果、①課題設定過程は inner referent から紡ぎだした題材をもとに、他者の声との対話を通し構築される過程であること、②「inner referent の成熟」「教員の助言と意識的な判断の確かさ」「適切なメンターの存在」の必要性、③教員の声が「内的説得力のある言葉」になるためには「inner referent との呼応」「言葉自体のもつ説得力」「言葉を発する教員への信頼関係」が必要なが明らかとなった。

### キーワード

総合学習、課題設定、inner referent、権威的な言葉、内的説得力のある言葉

### Title

**The Process of Theme-setting in an Integrated Study: Focusing on Students' Inner Referents and Interaction with Teacher's Voices**

### Abstract

In integrated studies, it is often pointed out that students have difficulties in determining themes, based on their own interests. This paper explores the processes through detailed case studies of two contrasting students, by which high-school students turn their vague interests into concrete themes of study while undertaking their year-long graduation course of study. The data were collected through interviews with the students and from their diary logs. I analyzed theme-setting processes in terms of interactions between their topics, their inner referents, the voices of others, and their self-judgment. I analyzed the relationship between the voices of others, and their self-judgment based on “authoritative discourse” and “internally persuasive discourse.” In conclusion, 1) themes come from their inner referents and are constructed through interaction with the voice of others, 2) sufficient awareness of their inner referents, appropriate self-judgment and having a good mentor are necessary, 3) teachers should have a trusting relationship with students, understand their inner referents correctly and recognize the persuasiveness of the words themselves so that their advice becomes internally persuasive.

### Key words

integrated study, theme-setting, inner referent, internally persuasive discourse, authoritative discourse