

スキル学習と、意味生成のかたち

How Does Learner Make “Question” in Skill Learning?

堀内隆仁¹ 諏訪正樹²

Takahito Horiuchi¹, Masaki Suwa²

¹ 慶應義塾大学大学院政策・メディア研究科

¹ Graduate School of Media and Governance, Keio University

² 慶應義塾大学環境情報学部

² Faculty of Environment and Information Studies, Keio University

Abstract:

In athletic skill learning, the learner should “question” [1,2,3] the relation between the given ideal form and his/her own body. The learner questions as various forms: a highly implicit form called “listening to what the own body feels”, a clarity form called “raising issues” [2,3]. Especially, for athletes, it is essential that listening to what his/her body feels at every his/her performance. Moreover, we point out that the learner may question even through his own daily living, not only in competitions[4]. The first author(T), an athlete specializing in decathlon, has been aiming to learn skills in running; T has kept question that relation in various forms, in competitions and daily livings, for a long time. Through this learning process, T has acquired what “running” truly means for himself. In this presentation, we show some typical examples of those forms of questioning, from T’s learning process.

参考文献

- [1] 佐伯胖:「学ぶ」ということの意味 岩波書店, (1996).
- [2] 諏訪正樹:「こつ」と「スランプ」の研究 身体知の認知科学 講談社メチエ, (2016).
- [3] 浦上 咲恵:生活音を駆使し創造的に暮らすためのトレーニングフレームワーク 慶應義塾大学大学院政策・メディア研究科修士論文 (2015) .
- [4] 堀内隆仁, 諏訪正樹:「アスリートとして生きる」ということ:競技・生活が一体となり身体スキルを学ぶ様を描く物語, (印刷中) .