

外 国 語 要 旨

学位論文題目

Pedagogic Atmosphere in Childcare Supports “Philosophical Time with Children”
— Through 5-year-olds Class’s Dialogues In Day Nursery School—

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The purpose of this paper is to clarify the methods and dialogues of “philosophic time with children” in 5-year-olds class in a day nursery school, and transfigurations in attitude of children, classroom teachers and another staff member’s view of childcare. It is thought that the concept of “pedagogical atmosphere” and Bollnow’s pedagogical thought gave something beneficial viewpoints in childcare. Therefore, I decided to research the “philosophy for children” which has been quite familiar in the educational field, from this perspective of pedagogic atmosphere in childcare.

The motive of this research is from the watching a French documentary film “Just A Beginning”. The film showed that 3 to 5-year-olds children had engaged animatedly in philosophical dialogues. Then I intended to set an action research of “philosophic time with children” so as to find children’s locus of inner thoughts.

Subjects of research are children in 5-year-olds class in a nursery school, two classroom teachers and the head of the nursery school. Analyses of research were conducted based on transcriptions of recorded video of the child’s communication with the teachers, interviews with two teachers and the head of the nursery school. From these data various perspectives were derived from diverse philosophical dialogues in “philosophical time with children”.

This paper is composed of two parts which include three chapters respectively. Part one shows philosophical dialogues in “philosophical time with children”. Part two shows the changing in attitude of children, classroom teacher’s view of childcare, and consciousness of staff members of early childhood care and education as a whole.

The first chapter shows philosophical dialogue about the wonder of fire on a candlelight which had been set up in a circle of a dialogue space followed a French documentary film. The second chapter is the dialogue about “life” from the viewpoint of a sense of wonder as described by Carson. The third chapter’s dialogues had analyzed based on physical performances of the children and classroom teacher. The fourth chapter talks about a child,

who was just a talkative child in the past but changed to become a reliable personality trusted by his classmate through philosophical inquiries and dialogues in the class. The fifth chapter is about a classroom teacher who was confronted with some difficulties of selecting a theme in philosophical dialogue. In the sixth chapter, the results of this project are considered through individual interviews of two teachers and the head of the nursery school. From these approaches, the project gave children opportunities to enjoy dialogues that piqued their curiosity to seek out wonders in life within their daily lives in day nursery school.

Consequently, it became clear that active and inquisitive dialogues in “philosophical time with children” had been supported by pedagogic atmosphere in childcare which had been brought up by the relationship between child and nursery teacher. Besides, it showed that the appreciation of dialogues in “philosophical time with children” were essential to carry out a program as a whole staff’s consciousness. Furthermore, various information is necessary to build up lively “philosophy for children”.

Two issues were revealed from this research. The first issue is necessity for promotive studies of philosophy for children. The second issue is cultivation of facilitators to support the philosophy for children. These issues show the competency for nursery teachers. It seems that the sensitiveness in language is essential for nursery teachers.