## 研究業績 英文表記

所属 西九州大学子ども学部子ども学科 <sup>1)</sup> ・福岡女学院大学人開関係学部子ども発達学科   英文   Title Required Competencies of Special Needs Class Teachers - Based on a Questionnaire Survey of Primary Schools in Saga Prefecture - Takahiro HISANO <sup>1)</sup> , Mari TANAKA <sup>1)</sup> , Keizo UENO <sup>1)</sup> , Kanetoshi TAKAO <sup>1)</sup> , Kum HINO <sup>1)</sup> , Satoshi YOKOTA <sup>1)</sup> , Rimi NAKAMURA <sup>2</sup> Author Department of Children's Studies, Faculty of Children's, Nishikyushu University <sup>-1/2</sup> Department of Children's Studies, Faculty of Human Relations, Fukuoka Jo Gakuin University <sup>-2/2</sup> Affiliation In this study, in order to further clarify educational issues special-needs classes, which continue to increase, we conducted survey of all special-needs classes in elementary and junior hi schools in Saga Prefecture to clarify the issues faced by special-need class teachers and the needs of school sites. The survey revealed th homeroom teachers of special-needs classes find it difficult simultaneously teach multiple children with different conditions a goals, highly specialized matters such as medical care, and care education and career guidance that require looking ahead to t students' future. On the other hand, the basic attitude of teache such as understanding and accepting students, and understandi of basic issues related to special-needs class, indicating that the issu faced by current teachers are not necessarily the same as tho required of prospective teachers. The results of the surv highlighted the distinction between what teachers need to lead	和文	
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※本データの英文表記は実際の論文上の表記とは異なります。