

第4部 課題

この用紙は、大会当日使用しますので、必ずご持参ください。

第16回 毎日パソコン入力コンクール 冬季大会

【課題】

第4部 英文B

Take sufficient measures to implement
new school curriculums

制限時間 5分

【コンクール当日の注意事項】


1. この用紙を拡大・修飾などして、当日使用しても問題ありません。
2. 団体責任者の指示にしたがい、18桁の参加番号を半角数字で入力してください。
3. 課題の入力はすべて半角文字でおこなってください。スペースと改行も字数に数えます。ただし最終行はのぞきます。
4. 段落の始め、単語と単語の間、カンマ、ピリオドの後などは、半角スペース1文字を入れてください。


※この課題は、平成28年8月2日付 毎日新聞社説の英訳より引用しました。(文字数3,900字程度)


主催 毎日新聞社
一般社団法人 日本パソコン能力検定委員会


後援 総務省
文部科学省
厚生労働省
経済産業省ほか


次の文章を入力してください。


- ※  の箇所で行（Enter）してください。
- ※ 大会用ソフト入力画面の表示状態に準じています。
行末に空きスペースがあっても、スペースキーで埋める必要はありません。

Work is under way at the education ministry to revise the national curriculums for elementary, junior high and high schools. The new curriculums will be first introduced for elementary schools in the academic year of 2020, for junior high school in 2021 and then for high schools the following year. The curriculums are revised about every 10 years. 

According to a summary of discussions released by the Education, Culture, Sports, Science and Technology Ministry on Aug. 1, English would be upgraded to a full-fledged subject for fifth and sixth graders at elementary schools. New comprehensive subjects for the Japanese language, geography and history would be added to the curriculum for high schools. 

In response to changes of the times, including rapid globalization, the discussions focused on not only what should be taught but also how various subjects should be taught. A focal point of the reforms is the introduction of active learning in which schoolchildren proactively exchange opinions on a wide diversity of topics, explore challenges and resolve them. 

The proposals, made by a working group of the Central Council for Education, represent a major change in Japanese school education. However, schoolteachers are perplexed at the plans. As such, it is essential to nurture common perceptions among teachers of such education and create an environment in which teachers can effectively implement the new curriculums. 

The current national curriculums for elementary, junior high and high schools, which were revised in 2008 and 2009, represent a departure from the past relaxed education policy. Class time and content, which had been cut, were revived in the current curriculum. 

On top of that, the annual class time would be increased by 140 45-minute lessons. One lesson of "foreign-language activity" for fifth and six graders at elementary schools would be doubled and upgraded to a full-fledged subject. ↩

The working group proposes that schools should consider effective ways to accommodate extra lessons, such as by dividing one lesson into three 15-minute periods or holding classes on Saturdays. However, many schools do not have enough time to do extra lessons. The authorities should not leave such decisions entirely to individual schools. ↩

The prospect of securing teachers specializing in teaching English also remains uncertain.

Subjects for high schools would be drastically realigned in response to reform of university entrance examinations and in order to ensure compatibility with university education. Japanese history and world history would be combined into general history focusing on modern history, while public studies aimed at educating schoolchildren to form society will be newly established. ↩

Sufficient preparations and exchanges of opinions are indispensable before establishing general history and public studies, which are closely linked to social phenomena, as new high school subjects. ↩

Success in such reforms hinges largely on whether teachers can share common views on the matter. General studies, which was introduced to help schoolchildren look for challenges and proactively look for a solution, did not make sufficient achievements because the subject did not win the understanding of schoolteachers. ↩

When the education ministry put an end to relaxed curriculums, the ministry failed to scrutinize why such curriculums neither

produced intended results nor won public understanding. ❏

The direction of the reforms that have been shown in the ongoing discussions has some potential. In view of the heavy workload of schoolteachers, however, the ministry should not force the new curriculum on schools in a top—down fashion. ❏

In the ongoing reforms, the Education, Culture, Sports, Science and Technology Ministry calls for new curriculums effective in helping schoolchildren participate in society. However, it is necessary to carry out reforms from the viewpoint of schools and teachers.