

## 2021年度大学院博士前期課程一般入学試験（第Ⅲ期）問題

研究科名	科目名
文学研究科 教育学専攻(臨床)	英語 (No.1)

【1】以下の英文を全訳しなさい。

It is possible to define the concept of conflict simply as the state of disagreement-dispute. Gordon (2007) regards conflict as disagreement occurring between individuals when one's behaviors contradict other's requirements, hinder the satisfaction of those requirements or their values do not match. Interpersonal communication conflicts may be due to actual or superficial causes of the conflict.

How the concept of conflict is addressed has changed with approaches that have been dominant in several periods in social sciences. Classic or conventional approaches that recognize conflict as an undesirable situation to be terminated have been replaced by the neoclassic or behaviorist approach which is deemed contributing to the management of conflicts. Approaches regarded as being modern/interactive in terms of conflicts offer the latest perspective and agree that conflicts have beneficial functions and are natural and inevitable parts of life.

Conflict itself is not a direct problem. On the contrary, it can offer individuals opportunities in domains such as problem solving and individual and social development. Hence, the main problem is that communication is harmed even further by ignoring the conflicts or trying to solve them in a way that leads to destructive consequences.

It is observed in several studies of the literature that conflicts in schools are on high levels and individuals attempt to solve them with vigor. This destructive way of solution based on the principle of win-lose and far from collaboration may cause that anger, resentment, feeling hard done-by, frustration, hostility, rage, etc. are experienced intensively and the problem is taken personally. The main reason for this is arguably that the steps followed to resolve the conflicts are not constructive.

Research shows that conflict resolution skills and strategies used in schools are far from constructivism. Türnüklü, Şahin, & Öztürk (2002) state that strategies used by school members are authoritarian and of external locus of control, involve psychological violence and physical elements, and constructive and peaceful conflict resolution strategies such as having students solve their own problems, solving a shared problem together, negotiation and mediation are not much utilized. It can be therefore said that a new understanding is needed in conflict resolution.

注：「Türnüklü, Şahin, & Öztürk」は研究者名のため訳さず、原文のまま標記してよい。

出典：Examining the Effects of Negotiation and Peer Mediation on Students' Conflict Resolution and Problem-Solving Skills  
Ay, Sule Çeviker; Keskin, Hasan Kagan; Akilli, Mustafa  
International Journal of Instruction, v12 n3 p717-730 Jul 2019

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研究科名	科目名
文学研究科 教育学専攻(臨床)	英語 (No.2)

【2】以下の英文を全訳しなさい。

An important starting point for the development of individual adaptations in toddlerhood is what Margaret Mahler called the separation-individuation process (Mahler, Pine, and Bergman, 1975). This term refers to the child's psychological separation from the caregiver, coupled with a growing awareness of being an individual. As children move away from the caregiver and experience doing things on their own, they increasingly realize they are independent and their actions are separate from the caregiver's.

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The separation-individuation process does not proceed with equal smoothness for every child. In Erikson's theory a major factor affecting how smoothly it unfolds is the way parents impose limits on the child. According to Erikson (1963), when a toddler's sense of self begins to emerge and the child confronts parental limits, there is the potential either to develop a positive sense of independence and competence or to feel shamed by parents and experience profound self-doubt. Thus, the defining issue for this stage in Erikson's theory is autonomy versus shame and doubt.

Another factor affecting how smoothly separation-individuation proceeds is the degree of basic trust the child has developed. When basic trust is strong, the toddler can seek autonomy and still feel secure. Louis Sander (1975) has described this way of reconciling toddlers' striving toward independence with their continuing need for closeness to and security from parents. He points out that toddlers do not exclusively try to achieve self-reliance. Instead, their strivings toward autonomy are balanced by bids for a continuing emotional partnership with the caregiver. The success of these bids has important psychological consequences. If toddlers know they can reclaim the former closeness with the caregiver – if they have confidence that the attachment relationship is secure and that care remains available – they will feel free to explore their capacities to the fullest (Schorre, 1994). Such confidence is a product of each child's history of interactions with the caregiver. The parent's reliability during infancy breeds a basic trust, which later enables the toddler to make initiatives toward independence.

出典 : DeHart D.B., Sroufe L.A., & Cooper R.G. (2000). Child development: It's nature and course (4th edition) . McGraw-Hill Higher Companies. pp.282-283.