

## SYSTEM OF EDUCATION IN JAPAN AS THE MAIN FACTOR OF RAPID DEVELOPMENT OF ECONOMY

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**Purpose.** The article is devoted to the positive experience study of the basic principles of the modern education system in Japan. **Methodology.** Among the major methodological approaches being used are the systematic which allows to consider the education system in relation to the development and movement of all its elements; to identify their integrative system properties and quality; to reveal a certain relationship between education and other social factors; the sociological one that provides the opportunity to consider reforms in the education system as a part of the development process of society, that is to find out the interdependence of education and society and others. **Originality.** Comprehensive use of history, logical and comparative analysis and generalisation of the sources used, scientific interpretation and synthesis of specific factual, inductive and deductive methods allowed a brief analysis of the qualitative level of the Japanese modern education system. **Practical value.** The article may be used for professional masters' training in higher educational institutions (universities) during the study subjects with a pedagogical content. **Conclusions.** A brief analysis of the modern education in Japan suggests that its methodological framework combines traditional Japanese classical Eastern and Western philosophical, ethical and behavioral attitudes. It is a harmonious combination of all components of the education system, the effectiveness of its reform, the incessant action of the state in the invention of effective progress on the problems of education. The results achieved by Japan in the education system, convincingly demonstrate the relevance of the use of certain educational innovations of this country in Ukraine. References: 20.

**Keywords:** system of education, Japanese rapid economic development, reforming of education, pre-school education, school, universities.

## СИСТЕМА ОБРАЗОВАНИЯ В ЯПОНИИ КАК ОСНОВНОЙ ФАКТОР ЯПОНСКОГО СТРЕМИТЕЛЬНОГО ЭКОНОМИЧЕСКОГО РАЗВИТИЯ

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Предпринята попытка краткого анализа современной системы образования в Японии как основы японского стремительного экономического развития. Определены цели, возложенные государством на каждый из уровней образования. Охарактеризованы отдельные стороны японского опыта дошкольного, школьного и высшего образования. Подчеркнуто, что основными принципами эффективности системы образования является симбиоз традиционной системы ценностей (особенности национального характера японцев, групповая сплоченность, устойчивость семейных отношений и т.д.), пронизывающая все уровни образования, и последовательной стратегии государства в проведении целого ряда образовательных реформ. Отмечено, что в японских университетах на современном этапе особое внимание уделяется общему образованию: общеобразовательная составляющая подготовки студентов не ущемляется за счет углубления специализации. Отмечена необходимость использования элементов положительного зарубежного опыта в реформировании отечественной системы образования.

**Ключевые слова:** система образования, японская экономика, реформирование образования, дошкольное образование, школа, университеты.

**PROBLEM STATEMENT.** Within the current conditions of world globalization, countries, that are at the stage of forming the states or restructuring and reforming, want to reach maximum positive changes in almost every area of life. At the moment Ukraine is a bright example of being restructured and in the process of economic reforms. The realization of profound social-economic changes in real life is not possible without reforming the area of education. The success of the latter is connected with detailed study of positive foreign experience in the area of education. The important part consists of theories and practices research of organization of system of education of the leading countries in the world. Therefore we pay attention to the main aspects of modern system of education in Japan that is considered to be one of the main basis for Japanese rapid economic development. Japanese system of education rises a special interest as it is highly effective not

only in economic, but also in intellectual development of the nation. Modern system of education in Japan has become an example for the other countries in providing massive literacy, high level of education, achieving the high percentage of graduates of professional and higher educational entities, creating disciplined environment in educational establishments, providing high professionalism and social-economic status of pedagogical staff, increasing of state investment in education, that fosters the competitiveness of a country in global economy and high level of life. Japan is a relevant example of realizing such general principles of modern education as orientation to priorities, continuity, high quality, democratization that reflects one of the first places in the world of the Index of Human Development (IHD).

In Western world rapid economic development of Japan is regarded as a result of after-war, another reforming of system of education that was oriented to the

American standards. However, Japanese themselves consider the success of modern education to be the result of functioning of own system of education created more than hundreds of years ago, which took in to consideration the local traditions. Starting from this point the knowledge, wisdom and moral began to determine the richness of the nation. And nowadays education is in the centre of the attention of the family, society and country, and the rate of illiteracy and other learning problems is practically zero.

At this moment there are scientific attempts to analyze in details the modern system of education by foreign and national scientists, for example: works devoted to systematic research of cultural-educational problems of countries in the world by O.Dzyrunskiy [5], V. Elmanova[7], V. Kudin[10], I.Ladanov and V. Pronikov [12], Ya. Neimatov [15]; of problems of modern state of system of education in Japan by Yu.Boiarchuk [3], I. Grebenik [4], A. Kyrda [9], M. Kurina[11]etc.; of aspects of professional preparation of specialist sby O. Ozerska[16], N. Patsura [17]; of theoretical principles of the process of humanization by T. Sverdlova [18; 19]. Because of the peculiarity of Japane selanguage-culturalheritage and limited accessibility to original roots, the research of modern system of education in Japan as a main basis in achieving outstanding successes in almost all the areas of countries activities even nowadays maintains an actual topic.

EXPERIMENTAL PART AMD RESULTS OBTAINED. Before analyzing main milestones of system of education in Japan, we need to pay attention to some peculiarities of modern Japanese society in general and fundamental values, that play an important role in forming a personality of modern Japanese. In contemporary epoch Japanese continue to borrow the outcomes of the Western civilization, not forgetting the traditional system of values, where an important role is given to the national character of Japanese, group orientation, stability of family relationship, etc[20]. In “Description of an Ideal Japanese”, published in 1996, there were four main characteristics that should be acquired during all the life:

- individual (to be free, independent in deals, develop individuality, have the feeling of humility);
- member of the family (to be able to transform your house to the place of love, rest, education, to make your house open);
- member of society (to be dedicated to job, contribute to well-being of society, to be a creative person, to respect social values);
- citizenship of anation (to be a patriot, to respect the state symbolic, to have the best national features) [9, p. 15].

Precisely the system of education plays an important role in the creation of forming of such values. However, weneedtorememberaboutonemoreimportantfactorthat helpsformingofanopinionofanecessityofthequalifiedgeneralandprofessionaleducationasaguaranteeofsuccessfulfutureworking activity of a Japanese person. Such principle of “endless hiring” gives a person the right to only one attempt to occupy the relevant place in the society, i.e. to get a job in a famous and prosperous company. So

the qualified education is a guarantee that this chance will be realized successfully [8].

Beginning of creating of modern system of education in Japan is between 1947 and 1950. According to the Japanese legislation (The Constitution of Japan, Main Law about education, Law about School Education, Law about Private and State Schools, etc.), modern system of education and learning in the country covers kindergartens, pre-school, elementary, secondary school and higher education. The American model (as it was mentioned before) is considered to be the basis: six-year elementary school, three-year junior high school, three-year senior high school, two- or four-year colleges and universities. The obligatory level of education is incomplete nine-year school education [16]. All components of system of education are interconnected and are aimed at the only objective that is to transmit to the growing generation the traditional moral and cultural values of modern Japanese society (collective mindset, respect to the human and nature, desire to maximum creative dedication). So, the New Constitution of Japan of 1946 established the new in its principles approach to the education, emphasizing on the equal rights of all citizens to receive the education that corresponds to their skills (p. 26). And according to «Principal Law About Education» of 1947 that defines the embodiment of democratic principles of education in the country, the obligatory education was prolonged up to nine years, and the school administration system as decentralized [6; 9]. In preamble of this law it is written that school has an obligation to forming the democratic nation, that has the ideals of humanity and peace. In the first and second articles the general *aims of education* are determined: well-balanced forming of personality within the values of truth-seeking and justice, respect to the individuality, to work and deep feeling of responsibility, as well as forming of independence, that is necessary for building of peaceful country and society. Above-mentioned law underlined other important goals:

- 1) forming of working in a group, mutual understanding and independence;
- 2) development of perception of modern and traditional, of being ready for international cooperation;
- 3) transfer of knowledge and skills that are needed in everyday life: eating habits, culture of clothing, household, knowledge about production, etc.;
- 4) improving the knowledge of Japanese language;
- 5) teaching mathematics;
- 6) forming knowledge about nature, ability to observe nature;
- 7) strengthening of spirit and body, cultivating the habit of happy and harmonized personal life;
- 8) integrating basic knowledge of music, art, literature, etc. [5, p. 6–8].

During after-war years, with the beginning of reforming of system of education, in Japan the pragmatical study of famous American philosopher and professor John Dewey became extremely popular. The milestones of his theory turned out to be similar to the main ideas of Japanese philosophy of education (about continuous education, about non-acceptance of competition between separate students, about the necessity of social education and guarantee thanks to education the life

success, about the uniqueness of teacher's personality) and became quite well-spread [9]. Other ideas of John Dewey were not accepted by Japanese. For example, the idea about the fact that teacher must be on the second background, and the student is the one who manages the teacher, because of the fact that teacher in Japanese understanding is the principal figure of educational process.

A great attention in Japan is paid to pre-school education: according to the psychologists 70 % of all the knowledge of a person we get until we are seven years old and only 30% during the rest of the life. In the childhood the communicational skills are set, that represent an important part of Japanese society, which is firstly oriented at the value of a team [4]. Attendance of pre-school is not obligatory, although more than 90% of all children spend some time in one of the two pre-schools types: yochi-en or hoiku-en. Hoiku-en look after children from two months, yochi-en accepts children starting from three years. Important part in the pre-school education is given to the family: specifically here a child acquires main moral, ethical, esthetical values of further world-perception. The practice of getting to know the group values by children starts in kindergartens. Japanese teachers teaching children to interact, group them in small groups that is a distinguishing feature of organization of pre-school education in this country. At the same time in the process of initial socialization there are no limitations for Japanese child. In Japan teachers more often use motivation than punishment. To educate means not to scream because of something was already done wrong, but to timely preview such possibility and to teach a child to behave well. Even when the obvious rules of decency are broken the teacher avoids the direct discussion not to put a child into humiliating position. Instead of judging they teach children the specific habits of behavior, develop and support confidence in the fact that they are able to master the managing of themselves in case they put enough effort. Japanese believe that excessive pressure to the psychology of a child could give a reverse result [8].

Elementary and secondary education are priority object in financing of which ones Japan is higher in ranking than the USA, France and Germany and other developed countries [9, p. 31]. Studying programs of Japanese schools are quite rich in content. The unique studying plan developed by the Ministry of Education is applied. Based on the statistic data of American scholar T. Rolan during the 12 years of studying in general school in Japan one can get the level of knowledge that for example the USA would give during secondary school and college [11]. Japanese are also proud because of the fact that most teachers (60%) in all types of schools are male.

School education (general education) in Japan has a fixed structure and is represented by three levels:

- Elementary school with elementary education (six years);
- Secondary school of the first level (Junior high school, three years);
- Secondary school of the second level (high school, three years).

Children start school when they are six years old, and finish when they are eighteen. Children who have their 6<sup>th</sup> birthday on or before April 1 enter the first grade of elementary school of that year. School year starts in April and ends in March. The Japanese school is unique because of its content and spirit. The experience of attempts of borrowing of some elements of school system with foreign standards (French, Prussian, American) gradually leads to forming of true Japanese school system [13].

Elementary school is a massive educational establishment that is governed by the municipalities. Private elementary schools are rare, the proportion of private elementary schools are less than one percent. According to the official documentation the elementary school is responsible for giving mental, physical, esthetical and moral development of a child. Learning of the Japanese language plays a priority and important part. Taking into consideration the fact that children face difficulties while learning hieroglyphic, 35-36% of all the learning time is dedicated precisely to the skills of writing and reading. The second place of importance is given to the arithmetic. Young schoolchildren also learn nature science (includes basic knowledge in biology, chemistry, geology, physics), society science (gives an approach to complex knowledge of geography, history, ethnography, local history in combination with the elements of moral and political education); serious attention is dedicated to the physical training and development of esthetical skills and aptitudes (musical knowledge, painting, sculpture, art and handicraft are obligatory for all the students) [11]. An important place in the studying program of elementary school is dedicated to the subject "Moral education" that is taught for more than 100 years and is devoted to student's self-analysis of his/her behavior, forming the ability to take independent decisions as well as be responsible for their consequences

[16]. Japanese elementary school may be a demonstration of following a certain strategy in initial socialization – forming a child as an integral personality. Because of exceptional difficulty and demanding process of native language and history learning, the elementary education in Japan takes half of the school 12 year education.

The main objective of the secondary school is to provide multifaceted development of student's personality. It is realized in three stages:

- *the first* – based on the elementary school to develop in students necessary qualities of a citizen of his/her country;
- *the second* – to provide students with help in choosing the future professional occupation (taking into consideration his/her personal interests and developing conscious attitude to work); except of that student must acquire the needed basic knowledge and skills for the future job;
- *the third* – to work out a habit to citizenship activities in and outside the school [2].

Three years of junior high school (sevenths – ninths grades) emerged as a result of reforms in 1947 p. giving a possibility for getting the basic education. Nowadays to enter a highly-regarded junior high school, it is necessary to sit an entrance examination. The number of

junior high schools is quite few. Generally most students are required to wear a uniform. At this stage students have an opportunity to choose few subjects as they wish; learning of foreign languages begins (optional); to improve the results of teaching the special system of tests determining motives of negative (positive) attitude to subjects is used. Junior high school finishes at the end of the ninth grade, when the child has reached the end of his or her fifteenth year, and at this point official compulsory education is completed. Taking into consideration that then extparts of student's life is life determining with tough entry tests to the high school, to colleges, universities, the students usually attend different private courses, tutors.

An important part of education system in Japan are the *juku*, often known as "cram schools". These private institutions are supposed to complement the lessons in regular schools and especially to prepare for the entrance examinations to the next level of school. One third of Japanese children as young as elementary school age are sent to these institutions by their parents. Classes are often held late in the afternoon or evening, leaving children and young people with little free time.

The studying in the high school is paid; to get there you can only in case of successful entry tests, 94% of graduates of the junior high school manage to do it; the rest of students at the age of 15 enters to the professional vocational technical schools [2]. Attendance of the high school is not compulsory, however most children attend the high school. The entrance fee and tuition fee are obligatory, but the cost of the fee as well as difficulty to enter very widely according to the reputation of the school one wishes to attend. One quarter of school students go to private high schools.

The curriculum of the high school is governed by the national standards and includes eight blocks: the Japanese language, society science, mathematics, nature sciences, physical education and health, str, foreign language, household, economics. The first year in this school is about general education, during the second and the third years students choose the subjects based on their personal necessities.

Completion of high school is not obligatory requirement for entering the university, however there are no high school completion examinations.

The most important peculiarity of elementary and secondary education in Japan is the notion of "kokoro" (in translation to English "heart", "soul", "mind", "mentality", "humanity"), that includes the idea of education, however at the same time does not only emphasize the skills and aptitudes, but also fosters the forming of human character. The notion of "kokoro" combines the following values: respect to humans and animals, sympathy and generosity to the other people, search of the truth, ability to feel the beauty and praise, self-control, careful attitude to nature, contribution to the development of society. This principle runs through all the content of programs, subjects, and even the routine daily life [12].

Japanese professors are sure that all the students are able to master the content of curriculum. If some of the students are not following the program, teachers give them an advice to be more attentive at school and spend more time for preparation at home. Senior students of

secondary schools in Japan spend on their homework at least five hours per day, as the Japanese school functions under the motto: "You achieve success with tireless effort", "If you do not follow, work on you on a more determined way"; the school has a principle "to work within limits of your abilities".

In general the school education in Japan is built based on the following principles: basic education is quite qualified; the school system is always modified by regular reforms; non-state compensatory education has an important value; educational entities receive the stable state financing; pedagogical staff is qualified; world experience in education is studied and applied; students are supported in their motivation to further learning; base on best national pedagogical traditions.

After graduation of the school the Japanese teenagers enter the universities (four years of studying) or to colleges (two years of studying). There are national, public and private universities in Japan. In Japan higher education is considered to be obligatory and is connected with the system of professional education; there are four type of educational entities within:

- universities of full cycle (4 years);
- universities of fast cycle (2 years);
- professional colleges;
- technical institutions.

However Japanese themselves consider a higher education only university. Although the number of school students that who undertake a course of study after completing high school has been particularly high in recent years and is still above 50 %, it is generally very difficult to get admission to the university, and specially to a well-respected one. The entrance examinations are extremely difficult and it is not uncommon for Japanese school students to devote all their time for preparing to these examinations. In *universities of full cycle* the education lasts four year, but for medical and veterinarian – six years. After finishing basic four year course the student may continue to Master or Doctorate degree. Duration of studying for Master in Japanese universities is two years[4]; PhD requires up to five years. Generally the PhD program is divided into the first period (two years) and the latter period (three years). However, the length of the PhD study for medicine, dentistry or veterinary science (entered upon after completion of six/year undergraduate course in medicine, dentistry or veterinary science) is four years. Some universities cover all five years and other offer only last three. Japanese universities have a unique in the world institute of "student-researcher" that means that the student who has an objective to receive a scientific degree has a possibility to develop scientific activity in a chosen area from six months to one academic year. [1]. In *universities of fast cycle* studying lasts two years, but in case you want to acquire a specialty of a nurse the term of education is three years. About 60% of students of universities of fast cycle are female. They specialize in such areas as economics, literature, foreign languages, pedagogics, social protection. Women do not wish to remain long in labour market for long as they expect to withdraw their career early in order to build a home and a family. During the last years in Japan the social sciences became really popular as well. In *professional*

*colleges* students get specialized technical education. They are managed by Metropolitan government, and there are about 350 professional colleges in Japan. The duration of education in this case is not more than 3 years. They provide vocational education as well as education in skills, technology and knowledge needed in life, and students graduating from Professional colleges achieve a high employment rate compared to the students graduating from universities. There are 62 units minimum basis: 8 units in general education, 2 units in health or physical education and 28 in the major. Furthermore, recently professional colleges offer a variety of course options, including course available to admission to universities. Professional schools are characterized by the variety of entrance qualifications specified (ex.courses for students graduating from junior high school or those where students' education background are not questioned). Students graduated from professional college will receive a diploma. *Technical institutes* give a wide technical preparation for the students, the duration of the studying is five years. Initially they were introduced in 1962. The main purpose is to train mid-level technicians, especially in mechanics and engineering. After graduation students get the job to the firms and research centres connected with the development of new technologies and know-how. In technical institutes the specialists for merchant shipping are taught. [4]. There are 62 technical institutes, at least one in each prefecture.

Nowadays the special attention is dedicated to the general education in Japan. The own structure of university fosters promoting of general education to the first positions. General education aspect dominates in all the faculties. First two years students learn different areas of science, getting to know a vast variety of problems of general science. According to Japanese point of view, while process of getting the education the person prepares him-/herself not only to some specific area of job, but to the life itself. As Japanese sociologist Atsumi Yaka emphasized industrial companies want to hire the graduates with more general education and not only specified one. It is obviously important for the company what professional qualities the employee has, however even more important is the ability to further education and adjusting to the needs of the company. In most cases, based on A.I.Sokolov, Japanese companies do not hire the employees for specifically defined tasks. From the graduates is expected not "momentum use", but the use that will not be modified by the changes in the type of work [14]. As soon as the life nowadays is dynamic and changeable, the inhabitants of Japan are sure that only based on the conditions of wide world horizons the person can successfully orient in all the details. What is more, based on the opinion of Japanese researchers, the general education helps the development of creative skills that is further extremely useful for brainstorming [9].

That is why it is not surprising that among the technical professor of the Japanese universities there is an idea that the graduate of a technical university must not be the "limited technical specialist", e must have deep knowledge in natural science and humanitarian subjects. For the technical education to correspond to the modern

level, as Japanese professor Minor Tanaka mentions, student must learn not only new scientific areas, but master classical basis of knowledge: to be informed about areas of natural sciences, philosophy, logics, theory of culture and anthropology, political economy, sociology of science and technology, psychology, medicine, ergonomics.

Constant reforming of the system of education is Japan is entitled to further improving each of its areas, including the university one. It is important to note that general education preparation of students is not reduced due to ways of indepth of specialization.

One of the main goals of reforms of modern system of education in Japan are:

- forming the system of continuous education, valid during the whole active life of every person;
- reforming of content and methods of education with the aim of maximum taking into consideration the individual peculiarities of children and teenagers in the educational process;
- adjusting the structure, content and methods of education to such changes as computerization, high level of access to information and internationalization of modern life[14].

**CONCLUSIONS.** The brief analysis of modern system of education in Japan allows us to make a statement that its methodological basis has combined traditional Japanese, classical Eastern and Western world perception, ethical and behavioral values. Specifically the harmonized combination of all its components of system of education, its effective reforming, constant state measures in finding effective solutions of educational problems allowed the country to achieve the high level of economy in a short period of time and create the Japanese "economic wonder" phenomenon. The results that Japan has achieved in the area of education show convincingly the actual use of applying specific educational innovation of this country in Ukraine.

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## СИСТЕМА ОСВІТИ В ЯПОНІЇ ЯКОСНОВНИЙ ЧИННИК СТРИМКОГО ЗРОСТАННЯ ЕКОНОМІКИ

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Здійснено спробу стислого аналізу сучасної системи освіти в Японії як основи стрімкого зростання економіки. Охарактеризовано окремі сторони японського досвіду дошкільної, шкільної та вищої освіти. Окреслено цілі, поставлені державою перед кожним з рівнів освіти. Підкреслено, що основними засадами ефективності системи освіти є симбіоз наявності традиційної системи цінностей (особливості національного характеру японців, групова згуртованість, стійкість сімейних стосунків тощо), що пронизує усі рівні освіти, та послідовної стратегії держави у проведенні освітянських реформ. Зазначено, що в японських університетах на сучасному етапі особлива увага приділяється загальній освіті: загальноосвітня складова підготовки студентів не утискається за рахунок поглибленої спеціалізації. Наголошено на необхідності використання елементів позитивного зарубіжного досвіду у реформуванні вітчизняної системи освіти.

**Ключові слова:** система освіти, японська економіка, реформування освіти, дошкільна освіта, школа, університети.

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