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## STUDYING THE PECULIARITIES OF EDUCATION DEVELOPMENT IN JAPAN (IN TERMS OF PRIMARY EDUCATION)

*The article presents statistical data of the dynamics of Japan's education development, in particular, the dynamics of the development of Japan's educational institutions and the dynamics of the amount of Japanese students and schoolchildren are shown. The analysis of the statistical data proves that children in Japan study at national, private and municipal schools. It should be noted that most children study at municipal schools. The paper also demonstrates the dynamics of changes in expenses in the millions of yen for education in Japan. Based on the data obtained it can be noted that the dynamics of the education development over these years has significantly improved. The following recommendations for the implementation of Japanese progressive ideas and the experience of modernizing primary school teacher's training into the educational process of Ukraine have been suggested: formation of future teachers' research and development culture (training of a teacher-researcher) on the basis of applying the research-focused approach in the educational process and establishing research departments; improvement of the system of acquiring qualifications and the right to teach at primary school (certification, qualification examination, exam for testing moral qualities, test results are taken into account over seven years; introduction of new subjects into the curricula of universities' pedagogical departments, etc.*

**Keywords:** education, educational institutions, students, teachers, dynamics of development, Ukraine, Japan.

### Introduction

Nowadays, the world faces the processes of increasing internationalization and globalization which have a transformative influence on economic conditions and forms of educational activity organization. An important feature of modernity is the growing role of education in social development and establishment of its post-industrial paradigm. Under the influence of the two trends – society globalization and informatization, education is being transformed and is gaining new meaning, content and form of organization, new skills are generated: the capability of lifelong learning; the ability to work with large blocks of information; information and communication technologies (ICT); creativity; teamwork ability; diversification of funding sources (from predominantly state source to university's income sources) and university activity (parallel education, network universities, distance education); internationalization and globalization of education (unification of educational content on international scale, recognition of diplomas, formation of the world market of educational services, growth of the foreign students number, the emergence of universities world rankings [1, p. 8-10].

The main objectives and aim of organizing modern professional training of Japanese teachers may be sufficiently understandable and complete if considering the historical process of the Institute of pedagogical staff training formation, which has been created over the last one hundred and fifty years. [2].

The works of Japanese and domestic researchers (K. Isidzak, O. Takachi, W. Hoy and S. Miskel, A. Yonezawa, R. Heiher, M. Murasawa, O. Ozerska, L. Halahan, V. Yelmanova, L. Aizikova, M. Rodionov, M. Ziburdaieva, N. Pohrebniak, A. Dzhurynskyi et al.) highlight to some extent the issues of organizing the educational process at the universities of Japan.

The aim of the study is to carry out a holistic scientific analysis of progressive ideas of Japan's education development, to provide statistical data on the dynamics of this country's education development and to justify the possibilities of creative use of the progressive ideas about this experience at higher educational institutions of Ukraine.

The basis for the scientific research is the formulated provisions concerning the dynamics of Japanese educational institutions development, in particular, innovative

approaches to primary school teachers; person’s focus on self-improvement; fundamental ideas of comparative works devoted to the modern needs of innovative education.

**Discussion**

In his works T. Levovytskyi [3, p. 90-94; 4, p. 65-76] argues that the belief about the need for changes in education is accompanied by serious ideas that emphasize the need for changes in the teacher’s profession and work. After all, the level of teachers’ training, their professional activity to a large extent demonstrate the state of education, its level and social effects. The scientist raises the question of the nature of future changes in teacher’s profession and proves that in a hierarchical society, which has existed for ages, there is an observable process of adaptation of the next generations to the ruling system, social life conditions which strengthens the structure of the society as well as its hierarchical structure, contributes to its stabilization.

Almost 70% of Japanese graduates finishing secondary school continue to study at universities making Japan one of the most educated countries in the world.

Japanese universities differ from each other in terms of amount of students contingent, training direction, material and technical resources, and prestige in the society.

Here are some statistical data on the dynamics of Japan’s education development over the period from 1950 to nowadays which is presented in the tables and figures below.

Fig. 1.1. presents the dynamics of the development of Japanese educational institutions: nursery schools – primary schools – universities (data on nursery schools were used to observe the continuity in education and upbringing of Japanese children). As far as nursery schools are concerned, there were only 2100 schools in 1950, their number intensively increases and reaches the maximum in 1990 (15076) [5].

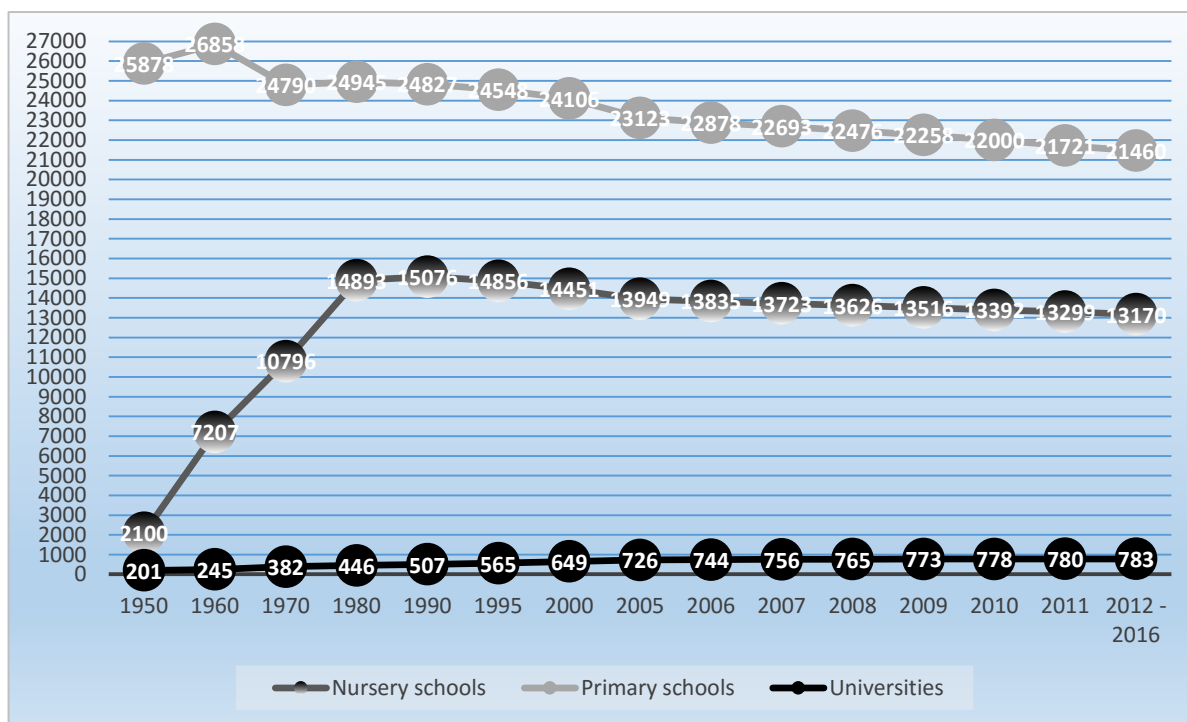


Fig. 1.1. Dynamics of Japanese educational institutions’ development

Following this stage, the number of these educational institutions is somewhat reduced (in our opinion, this is conditioned by the demographic factor in connection with a significant increase in the number of nuclear families and the increase in women’s social activity) and reaches 13 thousand in 2012. The total number of nursery schools increased by almost 7 times. This statistics remains unchanged until now (2016). The number of primary schools in 1950 reached 26 thousand, and in 1960 – 27 thousand. There is a tendency to decrease observed in the following years, especially since 2000 up to now – 21 thousand. In case of universities, their number over the analyzed period was gradually increasing from 201 in 1950 to 783 in 2016 [5].

The statistical data summarised in Fig. 1.2 on the dynamics of changes in the number of children at nursery schools, primary schoolchildren and university students prove the following: the number varies according to the number of educational institutions: the number of nursery schoolchildren increased from 225 thousand to 1.6 million; the number of primary schoolchildren decreased from 13 million to 7 million; the number of university students has significantly increased (from 225 thousand in 1950 to 3 million in 2012 and is currently the same (2016).

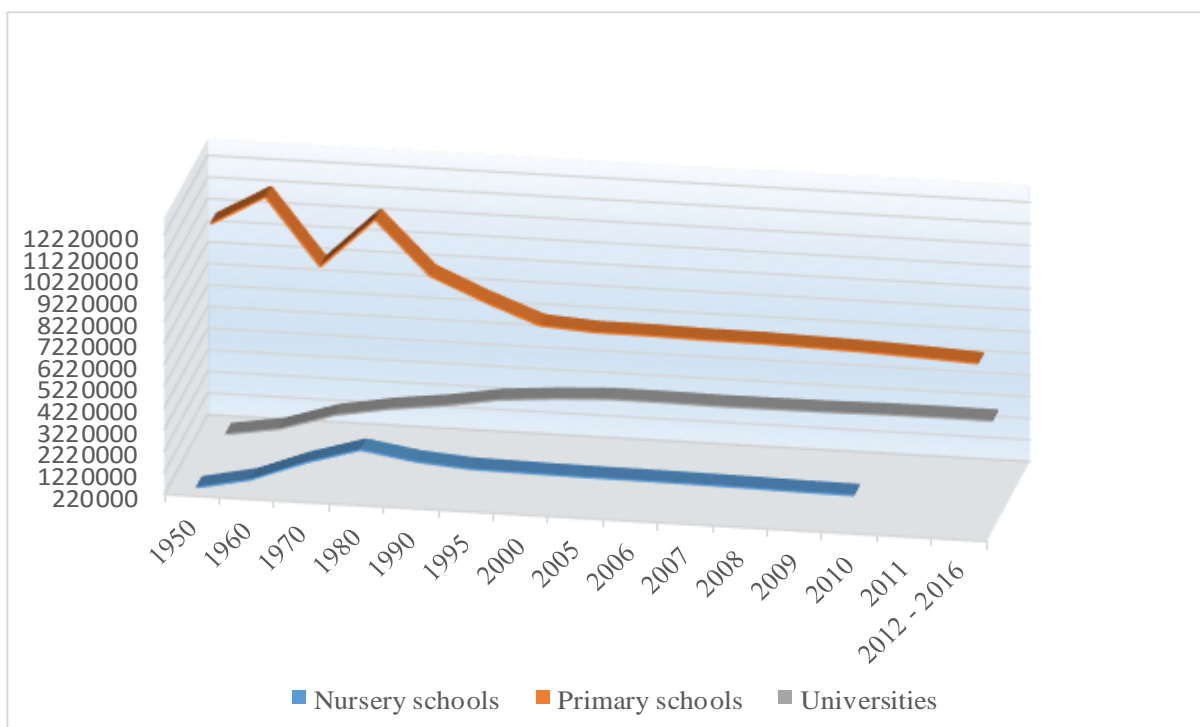


Fig. 1. 2. Dynamics of the number of Japanese schoolchildren and students

We also analyzed the dynamics of the number of primary schoolchildren at different types of schools. The analysis of the statistical data in Table 1.1 shows that children in Japan study at national, private and municipal schools. It should be noted that most children study at municipal schools: their largest number was in 1963 (12 million people), somewhat lower in 1980 (11.7 million). Later the number decreased from 9391425 children to 7 thousand. The number of children at national schools has

changed from 47 thousand to 43 thousand during 1960 and until now; in private schools the number of primary schoolchildren gradually increased from 49 thousand in 1960 to 67 thousand in 2000; in 2010 their number was 79 thousand, and in 2011 until now, respectively, 79 thousand and 78.6 thousand. Thus, the number of schoolchildren at national and private schools is relatively small. In general, for various reasons the total number of schoolchildren at schools has decreased by almost 2 times [6].

Table 1.1.

**Number of children at Japanese primary schools of different types**

Academic year	National Schools	Municipal Schools	Private schools
1960	45.968	12.495.514	49.198
1970	47.215	9.391.425	54.845
1980	46.144	11.720.694	59.735
1990	47.304	9.262.201	63.790
2000	47.288	7.251.265	67.526
2010	45.016	6.869.318	79.042
2011	44.580	6.763.713	78.999
2012-2016	43.257	6.642.721	78.641

Let us consider the dynamics of changes in the number of primary school and university teachers. The analysis of the statistical data summarised in Fig. 1.3 shows that the number of primary school teachers was changing over 1950 up to now, thus: it increased from 305 thousand people in 1950 to 468 thousand in 1980 (by 1,5 times); further, it was decreasing from 444 thousand people in 1990 to 408 thou-

sand in 2000, and then it was changing over 2005 until now from 417 thousand people to 420 thousand. At the same time, the number of university teachers significantly increased from 12 thousand people to 177 thousand, which corresponds to the number of students and the dynamics of Japanese universities [5].

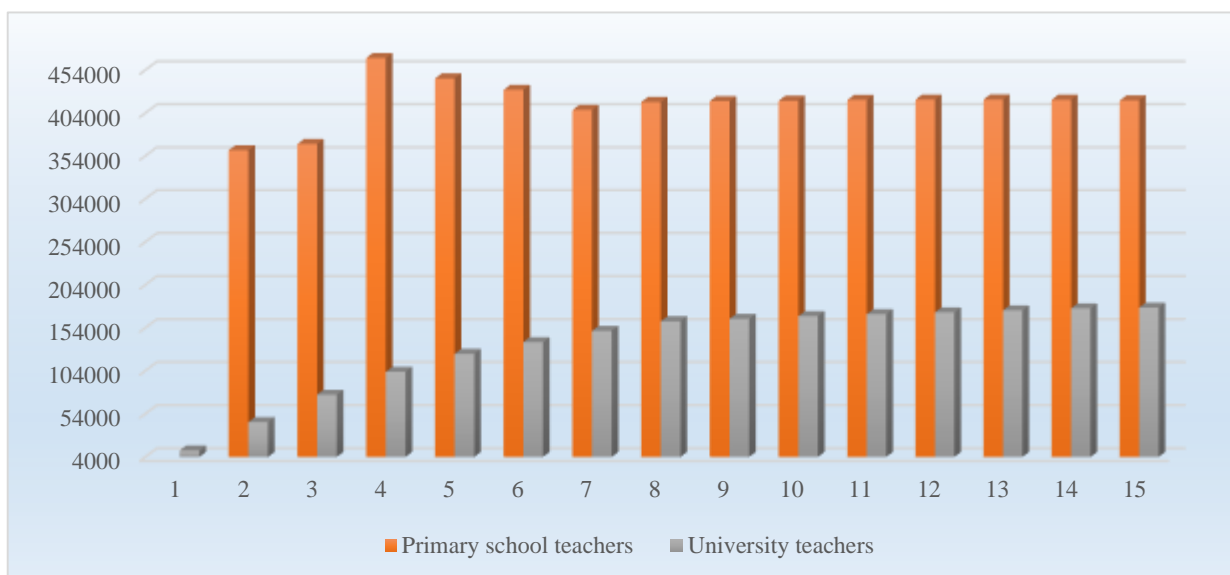


Fig. 1.3. Dynamics of changes in the number of primary school teachers and university teachers in Japan

Important statistical data are presented in Table 1.2 that reflects the dynamics of changes in the number of primary school teachers according to the age [7]. According to the statistical data summarised in it, there is some dynamics of rejuvenation of the teaching staff from 25 to 35 years old. So, the number of men under 25 in 2004 was 1.5%, and in 2007 – 1.9%, but in 2010 it was 2.5% of the total number, and women, respectively: 2.4 %, 3.3%, 3.8%; the age from 25 to 30 was typical of men: in 2004 it was 6.2%, 7.7% in 2007, 8.9% at present, and women, respectively, 7.1%, 9.1%, 10.9%. At the same time, we

note that the number of women in all age groups from 25 to 35 exceeded the number of men. The age groups of 35 to 50 in Japanese primary schools revealed a tendency of decrease in the number of both male and female primary school teachers. Thus, at the age of 40-50 the number of male primary school teachers in 2004 was 16.7%, in 2007 – 14.1%, but at present it is 11.8%, the number of women, respectively: 15.9%, 14.3%, 12.9%. But it should be noted that the number of female primary school teachers basically prevails over the number of male teachers.

Table 1.2.

**The number of Japanese primary school teachers (men and women) according to their age**

Teachers' age	Men (%)			Women (%)		
	2004	2007	Present time (2016)	2004	2007	Present time (2016)
till 25	1.5	1.9	2.5	2.4	3.3	3.8
25-30	6.2	7.7	8.9	7.1	9.1	10.9
30-35	9.7	8.9	9.8	10.1	9.5	10.3
35-40	12.8	11.0	10.3	13.7	11.7	10.6
40-45	16.7	14.1	11.8	15.9	14.3	12.9
45-50	20.6	18.6	15.7	23.0	18.4	15.2
50-55	17.6	20.1	21.0	18.1	21.2	20.5
55-60	13.7	16.1	18.0	9.2	11.7	14.7

Based on the analysis of the official statistics we found that in the age groups from 50 to 60 there is a tendency of the increase in the number of both men and women working with pupils at primary schools. In particular, the number of men increased from 17.6% to 21.0%, women – from 18.1% to 20.5% in the age group of 50-55. The highest percentage of working men and women is in the age group of 40-55. It is worth noting that the percentage of primary school teachers gradually increases, ranging from the age group of 25-30, and continues to 45-55;

further, the number of teachers begins to decrease, starting from the age of 50 and after the age of 60 there is a small number of primary school teachers, which proves general rejuvenation of the number of primary school teachers and the prevalence of teachers aged from 40 to 55. It should also be emphasized that female teachers generally outnumber the male ones in the age group of 25 to 55, starting from the age of 55, the number of male primary school teachers predominates.

Now, let us analyze educational expenses in Japan. The data, summarized in Fig. 1.4, show that the Japanese Ministry of Education provides significant funds for primary education (from 6.2 million yen to 6.3 million yen), for universities – from 3.5 million yen to 4.1 million yen each year over 2005 and up to present [5].

Summarizing the characteristics of primary school teachers' training we present the statistical data on the dynamics of Japan's education development over the period from 1950 up to now (2016). Based on these data, we emphasize that the dynamics of education development over these years has improved significantly.

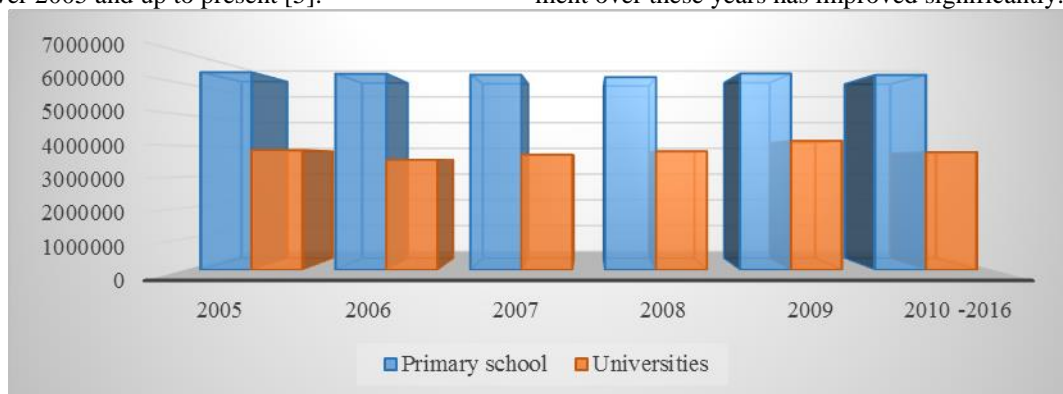


Fig. 1.6. Dynamics of Japanese educational expenses' changes in million yens

In accordance with the goals and laws of the Japanese society development, the system of training primary school teachers in Japan has its peculiarities, it is carried out in connection with the social, political, economic and cultural context. Professional training of primary school teachers is considered as a systemic, multidisciplinary phenomenon with its legislative base, educational institutions and centers, teaching and methodological support.

Providing high-quality training of primary school teachers is the key task of the Ukrainian higher educational school. Its development must be forward-looking, responsive to all processes taking place in Ukraine and in the world. The innovative direction of pedagogical education provides conditions for the development, self-affirmation and self-realization of personality throughout life. Modernization of the national educational system requires qualitative changes in the professional training of primary school teachers. It is the qualitative transformations that enable a high level of pedagogical professionalism and social responsibility, and will contribute to the formation of national consciousness, values orientations, future specialists' moral qualities.

Primary school teachers' training at the universities of Japan has some peculiarities, namely: the key thing at primary school is upbringing, creative organization of extra-curricular activities; support and preservation of cultural norms, values, customs, traditions and means of upbringing; imitation and copying; learning at the edge of each student's ability; increased attention to the use of ICT for the development of children's cognitive and creative activity; training of future teachers at two levels – Bachelor and Master.

Successful implementation of theoretically justified system of primary school teachers' vocational training will enhance their professional competence improvement and the quality of training of qualified specialists in accordance with public requirements and the needs for prac-

tice, which is prognostically grounded in the new Law of Ukraine «On Higher Education», adopted by the Verkhovna Rada of Ukraine on July 1, 2014.

Among the prospects for the creative use of Japanese progressive ideas and the experience of modernizing primary school teacher's training under the conditions of reforming the domestic educational system we have singled out some recommendations that we propose to implement into the process of training teachers for universities in Ukraine:

- formation of future teachers' research and development culture (training of a teacher-researcher) on the basis of applying the research-focused approach in the educational process and establishing research departments;
- improvement of the system of acquiring qualifications and the right to teach at primary school (certification, qualification examination, exam for testing moral qualities, test results are taken into account over seven years), which encourages the teacher to be constantly engaged in self-education;
- the experience of the Japanese educational system with regard to the entry of beginner teachers in the profession facilitates the transition of a university student to the status of a primary school teacher;
- partnership approach to the development of the system "school-university"; establishing primary schools in the structure of universities enabled creative implementation of the principles and updating of the methodology of students' performing teaching practice and approbation of the principles and methods of teaching;
- technological approach to providing the effectiveness of the educational process, primary school teachers' theoretical and practical training at universities;
- introduction of new subjects into the curricula of universities' pedagogical departments, in particular: designing the educational environment within the frame-

work of the curriculum of higher education of cross-education, media content as well as disciplines whose curricula raises the issue of organizing lifelong learning (autonomy and continuing education, life-long development and self-education, continuing education, etc.), inclusion of moral education elements in educational programs, as well as various types of pedagogical practices that are of a continuing nature.

### Conclusions

Thus, according to the research outcomes, it can be stated that Japanese education system of training primary school teachers has its specific features and is carried out according to social, political, economic and cultural context. It is considered as a systemic, multidimensional

phenomenon which has its legal framework, educational institutions and centers, teaching software. Providing quality training of primary school teachers is a leading task of higher education in every country, and Ukraine is not the exception. Its development must be proactive, respond to all processes taking place in Ukraine and the world. Innovative direction of teacher education creates conditions for the development of self-affirmation and self-identity throughout life. The modernization of the national education system requires qualitative changes that is why it is necessary to study and acquire the positive experience in the development of national education of other countries, and Japan is considered to be a great example.

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### **ВИВЧЕННЯ СПЕЦИФІКИ РОЗВИТКУ ОСВІТИ ЯПОНІЇ (У КОНТЕКСТІ ПОЧАТКОВОЇ ОСВІТИ)**

Мета дослідження – здійснити цілісний науковий аналіз прогресивних ідей розвитку освіти Японії, навести статистичні дані динаміки розвитку освіти цієї країни та обґрунтувати можливості творчого використання прогресивних ідей цього досвіду у вищих навчальних закладах України. Відповідно до цілей і закономірностей розвитку японського суспільства система підготовки вчителів початкової школи в Японії має особливості, вона здійснюється у взаємозв'язку із соціальним, політичним, економічним і культурним контекстом. Професійна підготовка вчителів початкових класів розглядається як системне, багатоаспектне явище, що має свою законодавчу базу, освітні заклади й центри, навчально-методичне забезпечення. У підготовці вчителів в університетах Японії виявлено особливості, а саме: у початковій школі основним є виховання, творча організація позаурочної діяльності; підтримання й збереження культурних норм, цінностей, звичаїв, традицій та засобів виховання; наслідування й копіювання; навчання на межі можливостей кожного студента; посилення уваги до використання ІКТ для розвитку пізнавальної активності й творчої діяльності дітей; здійснення підготовки майбутніх педагогів за двома рівнями – бакалавра і магістра. До перспектив творчого використання японських прогресивних ідей і досвіду модернізації підготовки вчителя початкової школи в умовах реформування вітчизняної системи освіти нами виділено такі рекомендації, які ми пропонуємо ввести при підготовці вчителів в університети України: формування науково-дослідної культури майбутніх учителів (підготовка вчителя-дослідника) на основі застосування у навчально-виховному процесі дослідницько-орієнтованого підходу та створення факультетів дослідницької діяльності; удосконалення системи набуття кваліфікації і права викладати в початковій школі (сертифікація, кваліфікаційний іспит, екзамен на перевірку моральних якостей, результати випробувань враховуються переважно впродовж семи років), що спонукає педагога постійно займатися самоосвітою; введення до навчальних планів педагогічних факультетів університетів нових навчальних предметів, зокрема: проектування дизайну навчального середовища в рамках програми вищої освіти крос-освіти, медіа-контенту, а також дисциплін, згідно з навчальними програмами яких аналізується питання організації навчання упродовж життя (автомія і неперервне навчання, довічний розвиток і самонавчання, неперервна освіта та ін.), передбачення в навчальних програмах елементів морального виховання, а також різних видів педагогічних практик, що мають неперервний характер тощо.

**Ключові слова:** освіта, навчальні заклади, студенти, викладачі, динаміка розвитку, Україна, Японія.

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