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THEORETICAL BASIS OF PRIMARY SCHOOL TEACHER TRAINING IN JAPANESE AND UKRAINIAN UNIVERSITIES

T. P. Kuchai*, **O. A. Bida****, **A. A. Sbruieva*****, **O. V. Kuchai******

The article presents a comparative analysis, found similarities and differences in the development of student learning and teacher training at universities in Japan and Ukraine.

The origins of Japanese economic miracle are particularly suited to the training and education of the younger generation, combining western trends with the traditional humanistic educational principles. The Japanese education system, like Ukrainian, has undergone transformation towards humanistic many difficulties due to historical conditions and characteristics of the national mentality. Comparative analysis of the education system in Japan and Ukraine showed similar approaches in the educational process in schools: the structure of schools (primary, basic, senior), the operation of private schools, although there is a difference in the period of training; the use of credit-modular technology that promotes democratization of education; organizational

* Doctor of Pedagogical Sciences, Associate Professor
(Ferenc Rákóczi II Transcarpathian Hungarian Institute, Beregovo)
tetyanna@ukr.net

ORCID: 0000-0003-3518-2767

** Doctor of Pedagogical Sciences, Professor
(Ferenc Rákóczi II Transcarpathian Hungarian Institute, Beregovo)
bida.o.a.lr@gmail.com

ORCID: 0000-0002-0448-0852

*** Doctor of Pedagogical Sciences, Professor
(Sumy State Pedagogical University named after A. S. Makarenko)
sbruieva@gmail.com

ORCID: 0000-0002-1910-0138

**** Doctor of Pedagogical Sciences, Associate Professor
(National University of Life and Environmental Sciences of Ukraine, Kyiv)
kuchay@ukr.net

ORCID: 0000-0002-9468-0486

forms of the educational process for the preparation of teachers (lectures, seminars, practical and so on).

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; improvement of the system of acquiring qualifications and the right to teach at primary school; 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"; 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.

Key words: *students, school, teacher, Japan, Ukraine, progressive ideas, comparative analysis, education system, modernization of training, elementary school teacher.*

ТЕОРЕТИЧНІ ОСНОВИ ПІДГОТОВКИ МАЙБУТНІХ УЧИТЕЛІВ ПОЧАТКОВОЇ ШКОЛИ В ЯПОНСЬКИХ ТА УКРАЇНСЬКИХ УНІВЕРСИТЕТАХ

Т. П. Кучай, О. А. Біда, А. А. Сбруєва, О. В. Кучай

У статті представлено порівняльний аналіз, знайдено схожість та відмінності у розвитку навчання студентів та підготовки викладачів у університетах Японії та України.

Витоки японського економічного дива особливо підходять для навчання та виховання підростаючого покоління, поєднуючи західні тенденції з традиційними гуманістичними освітніми принципами. Японська система освіти, як і українська, зазнала трансформації у напрямку багатьох гуманістичних труднощів через історичні умови та особливості національного менталітету. Порівняльний аналіз системи освіти Японії та України показав подібні підходи до навчально-виховного процесу в школах: структура шкіл (початкових, базових, старших), функціонування приватних шкіл, хоча в періоді навчання є різниця; використання кредитно-модульної технології, яка сприяє демократизації освіти; організаційні форми навчального процесу для підготовки викладачів (лекції, семінари, практичні тощо).

Серед перспектив творчого використання японських прогресивних ідей та досвіду модернізації підготовки вчителів початкових класів в умовах реформування вітчизняної освітньої системи ми виділили деякі рекомендації, які ми пропонуємо впровадити у процес підготовки викладачів для університетів в Україні : формування культури майбутніх учителів у дослідженні та розвитку; вдосконалення системи набуття кваліфікації та права на викладання у початковій школі; досвід японської освітньої системи щодо вступу вчителів-початківців до професії сприяє переходу студента в університет до статусу вчителя початкових класів; партнерський підхід до розвитку системи "школа-університет"; технологічний підхід до забезпечення ефективності навчально-виховного процесу, теоретичної та практичної підготовки вчителів початкових класів в університетах; впровадження нових навчальних предметів у навчальні програми педагогічних кафедр університетів.

Ключові слова: *студенти, школа, викладач, Японія, Україна, прогресивні ідеї, порівняльний аналіз, система освіти, модернізація підготовки, вчитель початкової школи.*

Introduction of the issue. Japanese education is a unique and very peculiar

phenomenon. With its unique historical and geographical conditions (insular

position of the state, alternating periods of political openness and isolation, alternating influences of Eastern and Western culture), Japan gained special ability to accumulate the best achievements of other countries, adapting them to their own conditions and applying them in a modified "Japan-like" form, i.e. in combination with their own cultural traditions.

The high efficiency of the education system in Japan is primarily the result of its relationship with the national tradition. The Japanese believe that the success of their modern education is the result of the development of the education system, which was created over a hundred years ago and brings up folk traditions, meanwhile, knowledge, wisdom and morality determine the wealth of the nation.

Current state of the issue. The problem of upbringing and education of children and youth in Ukraine and Japan appeared as the subject of the study by many educators and psychologists in different historical periods: I. Gryschenko, V. Yelmanova, O. Zheleznyak, S. Koretska, G. Kochkina, G. Mykaberydze, A. Ozerska, T. Pavlova, N. Pazyura, T. Sverdlova and others.

Aim of research. The aim of the article is to provide comparative analysis and to identify similarities and differences in the development of student learning and teacher training at universities in Japan and Ukraine.

To complete the research tasks, a complex of complementary methods has been employed: historical and systemic (to investigate the historical background and evolution of teacher training at universities), logical-historical (to explore scholarly fundamentals of teacher training), chronological and diachronic (to reveal the process of advancing teacher training); a functional-structural analysis, which enables to trace cause-effect and historical conditionality that

triggered off the forming research issues, and to identify the patterns and trends of its development; a component-structural and system-structural; a method of systematization and synthesis of processed data to make conclusions, recommendations, and implications teacher training at universities in Ukraine.

Results and discussion. The origins of the Japanese economic miracle lie in the particular approach to training and upbringing of younger generation, combining Western humanistic tendencies with traditional educational principles [1: 5].

Despite a thorough study, some aspects of this issue, such as identifying similar and different features in the development of student learning in schools and teacher training needs further reflection.

We find it positive that they extensively study the experience of other countries in Japan. Particular attention is drawn to the fact that innovations, borrowed from other countries, are tried at experimental schools (practical research into the increased activity and motivation of students is carried out).

On the basis of the American experience they use and adapt to the conditions of their education system new forms and methods of learning aimed at detailed observation of the individual achievements of each student to meet his individual needs [1: 188].

Studying the problem of developing Ukrainian education, Ukrainian scientists S. Goncharenko, Yu. Malovanyi consider it necessary to introduce individualization of learning process [2].

Following the opinion of these scientists, we point out that the trend of individualization is the strong side of the learning process.

Present day task in Ukraine is to modernize the education system,

because the future of the state depends largely on it. The education system of Ukraine requires global changes to form a creative, free person with a high level of knowledge and spirituality. Only such a person can make a major contribution to the positive developments in the political, economic and social life in the country. Today education can promote positive change in the fundamental psychological and moral qualities of the people and raising the level of their general culture, it is the foundation of the progressive development of humanity as a whole.

Nature of professional work of teachers in the new environment requires new pedagogical thinking, the values of which are the priority individual creativity over algorithmic one, transition from technical to humanistic approach, learner-oriented paradigm of teacher education.

The Japanese education system, like the Ukrainian one, underwent many difficulties on its way towards humanistic transformation due to historical conditions and peculiarities of national mentality. In order to overcome the difficulties, the Japanese teachers have implemented many reforms in elementary school. The latter is worth investigating which will in its turn facilitate the resolution of problems that arise. An important part of training primary school teacher is taking into account the tasks of training and education of students. As N. Davydov stated, in 1992 the Ministry of Education of Japan has introduced an improved curriculum in all grades of primary school [3: 39]. In legislative materials, Ministry of Education formulated the main improvements for the teachers to follow and it also developed guidelines for them, in particular:

– the education of children should be directed towards the formation of such qualities as: the skills of behavior and

thoughts introspection, ability for self-made decisions, etc.;

– providing children with the necessary knowledge, facilitating the manifestation of their individuality and differentiation of programs, developing their artistic inclinations and desire for self-education;

– the main form of training – organization of group activities with each student being aware of his/her role;

– teaching children – to perceive group problems as their own ones;

– increasing the interest of children into the culture and traditions of their country as well as the culture of other countries [4: 30].

We believe that the introduction of an integrated course which, according to T. Sverdlova [1: 173], promotes the use of original ideas of each school for the implementation of teaching methods which will in its turn promote the development of students' thinking and ability to solve problem situations. The introduction of integrated course also plays an important role in the future, because at the integrated course classes different skills are formed that will be useful in job search.

Through moral education, the school takes into account random factors which children face every day, for example the Internet. In this case, the teacher has to predict the nature of their actions to neutralize or enhance its educational purposes. This problem bothers teachers in Japan, and Ukraine, as the content of information sites, apart from their value as an important source of information, is often aggressive and translates culture links and moral values which are far from those instilled in Japanese and Ukrainian schools, thus the efficiency of upbringing process gradually decreases. It should be added that in the modern space of Japanese culture and in the information space of the Internet there is a clash of cultural

values, which leads to loosening and erosion of national culture, and as a consequence leads to distortions in moral education [5: 139-140].

The social transformation of modern Ukrainian society is fundamentally linked to the dynamics of the system. A teacher is the main figure, who determines the positive changes in it. There are high requirements to the person and the level of professionalism of the teacher, who works in the XXI century. Primary school teachers should be prepared to flexibly and creatively respond to the social and economic conditions which change rapidly and influence the character of educational activities. A teacher should also strive for continuous education and self-education and be primarily focused on personal development of the growing child.

Only the teacher ready for psychological and educational interactions can teach and educate young generation, raise people to transform the existing hopeless sociocultural situation. That teacher will be able to find new strategies to upgrade the country, ways of building humanistic-oriented educational process at school.

In Ukraine there are changes and transformations in economy, politics, culture, international relations, which necessitate a rethinking of the educational and training process. To solve this problem it may be useful to study the social and educational experience of different peoples, their analysis and comparison, because, as you know, through the knowledge of the single, the private, the special the cognition of the general, finding the similarities between the representatives of different nationalities are held.

Japan is a special "western" type of culture, which is characterized by the maintenance and preservation of cultural norms, values, customs, traditions, techniques and methods of

development. This distinguishes the eastern culture from "western" type, the latter is characterized by a change of paradigms of thought alongside with denying the value of the previous era and bringing forth their values and cultural norms that are oriented towards the younger generation [5: 9].

As noted by G. Kochkina, Japan takes into account that moral culture is a part of culture and is based on the reproduction traditions:

– paternalistic – moral education as a compulsory respect for the elderly;

– religious – moral education as maintaining the authority of faith;

– educational – moral education as a result of the development of scientific knowledge;

– communitarian – moral education as a process of forming a sense of teamwork.

In practice of the reproduction of culture, each of these traditions are organically connected with others. But in the countries of western culture (including Ukraine) the dominant type of culture reproduction is the educational tradition. In countries of eastern culture, the paternalistic and communitarian traditions take the first places. Such societies (China, Japan, Vietnam, Korea and others) belong to the "traditional" ones because the main activities there are those of renewal of activity, social structures, life contributions and traditions. The change process occurs so slowly that it seems static.

Western culture, in contrast, is characterized by the dominance of dynamic trends. An example of "dynamic society" may be the countries of Euro-American culture. In the value system of the dynamic society a special place is occupied by rational knowledge and technological progress. However, in this case the educational system is in some way built on the dogmatic type and training the person and his preparation for the future is carried out

in accordance with the understanding of the past, that is based on the traditional patterns of culture [5: 32].

So, one of the features of teaching children in Ukraine and Japan is that the preference in elementary school in Japan is given to moral education and the organization of extra-curricular activities; moral culture of Japan is based on reproduction tradition and the dominant types of culture reproduction are the paternalistic and communitarian ones.

We see the differences lie in the fact that in Ukraine is focal point in the learning process is the development of logical thinking, analysis, synthesis, making conclusions; the characteristic features of studying in Japan are primarily to imitate or to copy [5: 138].

All life of the Japanese is determined by their choice of elite school and even kindergarten. All children learn to work on the limits of their capabilities, to learn by heart a large amount of educational material, being constantly under the pressure of competition. For the Japanese their educational system remains authoritarian, focused not on the individual personality and social order, which is a significant problem in education in Japan. Uniformity, unification, unity of educational content and educational training direction, until recently, remained the defining characteristics of modern elementary and junior high schools in Japan. Today, scientists and practitioners vigorously discussed the problem of individuality and abilities.

Until recently, in the Japanese language and pedagogy erudition and abilities have been treated equally. And this is clear, because the education system has been focused on the formation and education of performers, obedient functionaries. Today, the Japanese educational media highlight the existence of "an urgent need for a creative person" and having to deal with

the identification of gifted children at an early age.

For a Japanese teacher all the children are equal, none of them are strong and weak, but lazy and hardworking, which explains the lack of special programs for both gifted, and lagging behind children [1: 155].

It should be noted that the differentiation of schools in Japan is carried out very slowly, due to the fact that the transition to the individualization of learning leads to the rejection of traditional forms and methods of teaching that have evolved over centuries.

The differences are also observed in the education system, particularly in terms of education. Ukraine has an education system that includes the following types of educational institutions where there are teachers:

- Kindergartens – up to 6 years;
- Elementary School – 4 years (grades 1-4);
- Primary school – 4 years (Grades 5-8);
- High school – 3 years (9-11 grades);
- Pedagogic colleges, institutes, universities.

- Also, there are gymnasiums, lyceums, colleges, collegiums and private schools.

The education system in Japan is as follows: Primary School – 6 years, secondary education – 6 years, higher education – 4 years (bachelor) + 2 years (master) + 3 years (doctor). Six-year education in elementary school is explained by the importance of the Japanese language in the process of education and upbringing of younger generation [6].

Higher education in Japan is received in state, municipal and private institutions, and the private nature of higher education dominates. Here is a brief description of some of the best universities in Japan.

University of Tokyo is a leading research university in Japan and one of

the most prestigious universities in the Asian region. In the ranking of the best universities in the world in 2009 according Times Higher Education it ranks 22nd, and in the Global universities ranking – 3rd place. University of Tokyo offers courses in virtually all disciplines and conducts research across the spectrum of learning activities. For the years of Toke Dayhaku 6 graduates have won the Nobel Prize. The university consists of 10 departments, 11 research institutes, 11 postgraduate schools, 12 graduate schools. All university departments cover an area of 40 hectares. Tokyo University has cooperation agreements with over 200 institutions in 47 countries. Tokyo University is a member of several international organizations, including AEARU (Association of Research Universities of East Asia), APRU (Association of Pacific Universities) and IARU (International Alliance of Research Universities) [7].

Kyoto University is the second largest university in Japan, leading in research. In the Academic Ranking of leading universities "Global universities ranking" Kyoto University ranks 11th and the rating "Times Higher Education-GS Work! University Rankings" – 25th. The National University of Japan consists of 16 high schools, 10 departments, 21 research and educational centers, and 13 research institutes. Academic Exchange Programmes are held with 23 countries. Kyoto University is a member of international associations, including AEARU (Association of Research Universities of East Asia), APRU (Association of Pacific Universities). Today 5 Kyoto University graduates have become Nobel Prize winners [8].

The structure of the best private universities in Japan includes primary, junior and senior high schools and even kindergartens. If an applicant has successfully passed all the way from kindergarten to high school in a

particular university system, he is admitted to the university without examination. Only when applying to the best private universities the best students in schools, under the relevant quota, take part in the competition "the best from the best" to get a recommendation for admission to the university without examination but through an interview [9].

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 practice, 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 [10].

Conclusions and research perspectives. Comparative analysis of teacher training in Ukraine and Japan made it possible to identify similar approaches in the educational process (accumulation of the best achievements of other countries and putting them into practice in conjunction with their own cultural traditions, the structure of schools and universities (to some extent), the use of credit- modular technology, certain organizational forms of the educational process in the preparation of teachers (lectures, seminars, practical classes), the presence of different levels of training) and specific features of teacher training at universities in Japan, which are as follows: priority is given to primary

school moral education and organizing extracurricular activities, maintaining and preserving cultural norms, values, customs, traditions and methods of development; imitation and copying are characteristic features of teaching in Japan. We believe that summarizing the experience of Japan, revealing its modern progressive ideas and creative use of the latter in Ukraine under the circumstances of the integration of Ukraine into the international educational space will improve the training of primary school teachers in Ukraine.

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