

## ASPECTS OF THE JAPANESE EDUCATION SYSTEM THAT WE DO NOT KNOW

<sup>1</sup>Dustnazar Omonovich Khimmataliev, <sup>2</sup>Madina Abdumumin kizi Fayzullaeva

<sup>1</sup>Chirchik State Pedagogical University Professor of the Department of Pedagogy and Management

<sup>2</sup>Master's student in the field of "Management of educational institutions" in the faculty Pedagogy of Chirchik State of Pedagogical University

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**Abstract.** *The article is written about the education system in Japan, pedagogical skills in schools and preschools, and the achievements of the Japanese education system. The goal of the reforms carried out in the education system of the Republic of Uzbekistan today is raising the country's education to a new level, effectively using the rich and ancient heritage and pedagogical experience of our people in the education and upbringing of the young generation, at the same time, learning the experience of developed countries and mastering the most useful educational methods and methods. The article talks about the Japanese education system as one of the countries that has achieved high development due to reforms in the education system in its history. We think that studying and analyzing the experience of foreign countries will help to better understand the reforms taking place in the education of our country today.*

**Keywords:** *educational system, pedagogical experience, pedagogical methods, society, education, upbringing, experience of developed countries, kanji, hiragana, katakana, haiku, "Meiji Reforms" Japanese education, ancient heritage of the people, development.*

### INTRODUCTION

The goals of the reforms carried out in the education system of the Republic of Uzbekistan today are raising the country's education to a new level, effectively using the rich and ancient heritage and pedagogical experience of our people in the education and upbringing of the young generation, at the same time, learning the experience of developed countries and mastering the most useful educational methods.

### LITERATURE REVIEW

The attention paid to education by our country deserves special recognition, the fact that schools and pre-school educational institutions are being rebuilt, equipped in terms of material and technical aspects, and new types of schools are being established is a clear proof of our opinion.

In the Decree of February 7, 2017 "On the Strategy of Actions for the Further Development of the Republic of Uzbekistan", the priority task is to further improve the continuous education system, increase the possibilities of quality education services, and continue the policy of training highly qualified personnel in accordance with the modern needs of the labor market [2].

### RESEARCH METHODOLOGY AND EMPIRICAL ANALYSIS

Japanese children are globally more proficient in numeracy and literacy. At this point, the question arises, what is the secret of the uniqueness of Japanese school education and its unique system? How long will it take you to multiply 25 by 36? A minute, maybe. And how about multiplying 123 by 321? It takes more than a minute, of course. So how long does it take

Japanese children to complete these tasks? In Japan, any child, even five years old, can do it. They don't know numbers by heart. Instead, they use the game method. The secret of this is simple, teaching in the country depends on the quality of the lessons, not the quantity.

Now we will give you an example of a simple mathematics lesson: The class teacher starts the lesson with the usual greeting, and the students are asked whether they know how to solve the problems of the previous lesson. The previous lesson should teach how to solve equations with multiple functions and teach fifth graders how to approach these math problems.

The Japanese say that if you teach yourself, you will remember 90% of what you learn. If teachers only stand and lecture, students will remember much less - for example, 40 percent of the information, so it is very useful to discuss problems and teach each other. In addition, there is very little rest time and it is important to keep them busy.

Japanese parents know how difficult it can be for their children to learn all the characters and use them in written communication. However, thanks to a high-quality approach to teaching, by the time they leave elementary school, Japanese children already know 1,000 kanji (hieroglyphic) characters. By age 15, when they finish compulsory education, they know an additional 1,130 (hieroglyphs). In addition to kanji, Japan has two alphabets, hiragana and katakana. Each pack contains 46 characters. Combined with the precise points used to modify the original sounds, these characters are sufficient to represent all the sounds of modern Japanese. Hiragana is used together with kanji to write simple Japanese words. Katakana is used to write words borrowed from other languages, foreign people and places, sounds and cries of animals.

Japan's public education system is the country's national pride, a traditional method that has helped Japanese students easily and outperform their counterparts around the world. The Japanese school system consists of:

- 6-year primary school,
- 3 years high school,
- 3-year high and secondary school
- 4th anniversary of the university.

Gimukyoiku (compulsory education) lasts 9 years: 6 years in shougakkou (primary school), 9 years in chugakku (middle school). Because their education system is very good, middle school (koukou) although not compulsory, secondary school enrollment is still very high: over 96% in urban areas and close to 100%. Most schools operate in a three-term system with new school years starting every April. Except for the lower grades of elementary school, the daytime high school day lasts 6 hours, which is considered the longest school day in the world. Even after school, there are a number of exercises and other homework for children. Weekends last 6 weeks in summer and about 2 weeks in winter and spring. There is often homework on these weekends. In primary education, in most cases, one teacher teaches all subjects in each grade. The number of students in one class is usually 40.

However, in the past, due to the rapid growth of the population, this number was very high, i.e. 50 students per class. The subjects they teach include Japanese, math, social studies, music, handicrafts, physical education, and home economics (learning basic cooking and sewing skills).

The number of primary schools increased and English language teaching began. Information technology has been used to further improve education and many schools have

access to the Internet. Students also study traditional Japanese arts such as shodo (calligraphy) and haiku (hokku in some sources). Haiku is a form of poetry developed in Japan about 400 years ago and has a poetic form of 17 syllables. Simple words are used to convey deep feelings to the readers. Almost all high schools require their students to wear a school uniform. In primary and secondary schools, lunch is served on a standardized menu and eaten in the classroom. Thus, students and teachers establish good relationships while eating together.

Students do not skip classes and do not come late to school in Japan. Students studying in Japan have a strong sense of love for their school, they never feel like outsiders. In Japan, students are actually happier at school (85 percent of them). Their teachers rarely wait for students to settle down before classes begin. Students spend an average of 235 minutes a week in regular maths classes (compared to an average of 218 in other countries), but they spend less time in language and science classes – 205 and 165 a week, respectively. (in other countries, this indicator averages 215 and 200 minutes per week). Most Japanese school children participate in various activities after school where they learn more than they do at school, and some spend time at home or elsewhere. Preschool education is very important for Japan. Research shows that children who enter preschool education try to do better at the age of 15. In the Japanese education system, school years are 6-3-3-4: segmented by 6-year primary school; 3 years high school; 3-year secondary special school; and 4 years of university.

However, the government has announced that it intends to amend the Education Act to allow schools to merge the 6-3 split between primary and secondary schools and create an integrated curriculum. The main purpose of this change is to enable primary and secondary schools to pool or share their resources, especially in the preparation of specialist secondary school teachers for primary schools.

However, many private schools offer a six-year program that includes high school. Specialized schools may offer a five-year program consisting of high school and two years of college. There are two options for higher education: high school (two years) and university (four years). Primary school (from the age of 6) and secondary school (3 years), i.e. nine years of education, are compulsory.

Implemented by the March 1947 School Education Act after World War II, this system has its origins in the American 6-3-3 and 4-year university model. However, many other features of the Japanese education system are based on European models.

Compulsory education includes primary and secondary school. A break from the past, today in Japan, modern public schools mostly work (more than 99% of elementary schools). The Japanese school year begins in April, and students attend school three times in addition to short spring and winter breaks and a month-long summer vacation.

Efforts made by the President and the leadership of the country to financially support teachers, to restore their honor and respect in society, and to encourage pedagogues working in the education system are proud of their profession, and it is evidence of their high responsibility towards the society. These efforts are an important step towards changing the attitude towards education, school and teacher in the society, and away from the administrative-command methods of the old system. [1]

Studying the experience of countries that have achieved high development due to reforms in the education system in their history will help to better understand the changes taking place in the education of our country today.

One such country is Japan. The reason why we refer to the experience of Japan is that the traditions, national values, and family relations of the Japanese nation are close to the values of our people. In fact, the Japanese language belongs to the Altaic language family, which belongs to the Turkic languages. Therefore, it is natural for our nations to have something in common.

Reforms in Japanese education began in 1867-1868. This period is called "Meiji era" in history. The 122nd emperor of Japan, Musuhito, is at the head of the large-scale reforms implemented in the country.

In 1872, the "Law on Education" was adopted in Japan. In this law, Japanese education was harmonized with Western education. Article 26 of the Constitution of Japan was amended in 1947, according to which the right to education was amended as follows: "Everyone has the right to receive education according to his ability in accordance with the law. It is necessary to provide compulsory education for all dependent children. Compulsory education is provided free of charge".

The process of education begins directly with the family. National values in Japanese families are similar to those in Uzbek families. Namely, there is respect for adults, a special approach to the upbringing of boys and girls (boys are raised as the support of the family, and girls are taught to do more housework).

On the national holiday "Boys' Day" organized for boys, a picture of a "carp" (carp) fish of different colors is raised to the sky. This fish can swim against the current for a long time and is considered to be a symbol of men's way of overcoming life's difficulties in the future.

The difference between boys and girls is also evident at school, for example, boys continue their education in different clubs after school, girls easily do kitchen work [5].

The modern Japanese family retains several characteristics, the most important of which is patriarchy. A traditional Japanese family is a mother, father and two children. Previously, family roles were clearly differentiated: the husband is the breadwinner, the wife is the housewife, but in recent times the influence of western culture has begun to be felt, Japanese women are trying to combine family obligations with work, but they still have a long way to catch up with men, even now their main task is home and child rearing, while men are always busy with work.

During the period of infancy, the Japanese do not forbid the child anything, from adults they only hear warnings such as "dangerous", "bad". If the child still stumbles and falls, the mother feels guilty and apologizes to her child for not being able to stop him. Children are never left unattended when they start walking. The "everything is possible" period lasts only up to 5 years. Until this time, the Japanese treat children as "kings". From 5 to 15 years old, they are treated as "slaves". And then they become "friends". This oriental wisdom is not unfamiliar to us either, but the difference is that the Japanese strictly adhere to it. A 15-year-old teenager is perceived as an "adult" who knows his obligations well and strictly follows the rules.

The main task of Japanese pedagogy is to educate a person who can work harmoniously with a team. Children are taught to avoid open competition because one's win is another's loss.

At this point, it is appropriate to pay attention to the specific aspects of Japanese kindergartens. 59.9% of preschool educational institutions are private, 40.8% are municipal, and 0.3% are state institutions. Children go to kindergarten from 3-5 years old. They are put in groups of 8 people. In Japanese kindergartens, the child has his own workplace, that is, Japanese children go to kindergarten to "work". This situation is aimed at raising a sense of responsibility

in them from infancy. As we mentioned before, in groups, they attach more importance to collective education than individuality. The child's group is changed every five months. If the child is in kindergarten for 2 years, then he will join 4 groups. Communicating with children of different personalities and joint activities are aimed at forming the child's social adaptation skills in the future. In our country, parents are often strongly opposed to transferring a child from one group to another. However, during early childhood, the child is psychologically very flexible and adaptable, quickly gets used to changes, using this characteristic, the issue of developing social adaptation in children becomes important in the formation of personality. In a conversation with educators of preschool educational institutions, they mentioned that the same experiment is being introduced in some of our kindergartens. We think that it will be appropriate to popularize the above experience in other institutions.

Students studying in Japan have a strong sense of belonging to school, they never feel like outsiders. In Japan, students actually feel happy at school (85 percent of them).

- there are no janitors in the school - children keep the classroom (school building) clean.
- usually there are no substitute teachers, if the teacher gets sick, the children do their own work in the classroom without anyone looking after them.
- high-class girls are forbidden to spread their hair and use decorative cosmetics. They wear skirts that go below the knee.

### **CONCLUSION AND DISCUSSION**

Education in Japan is supported by the family, society and the state - raised to the level of a "god" because the principle of "recruitment for life" adopted in the country gives a person only one chance to occupy a worthy place in society, and a good education guarantees this opportunity to be successful.

The traditional purpose of Japanese schools is to educate rather than to educate, as there is a popular saying that "it is better to be a good person than to be a scientist." This goal is implemented through special subjects included in the curriculum in junior school age classes.

The process of forming a person as a person, familiarizing him with the traditional culture of the people, and teaching him the accepted norms from a young age gives a positive result. In Japan, many holidays are organized for children in order to make them feel connected to the traditions of their country [4].

In this country, there are a number of negative situations common to the countries of the world today, such as cases of young people not accepting criticism from adults, aggressive attitudes towards adults, including parents, and an increase in suicide among teenagers, of course.

However, in spite of the differences between the two, the qualities such as care for children, attention to the problems of the new generation, high responsibility of parents for the fate of the child, and respect for family traditions are accepted as examples from the Japanese.

Today, the reforms taking place in the education system of the Republic of Uzbekistan are very positively received by our people. The outlook on education is changing. Of course, we, our wise people, are based on the great knowledge and experience gained in the field of education over the centuries, but the developing world demands the introduction of new, innovative ideas and non-traditional approaches in the field of education. In order to objectively assess these changes and avoid shortcomings, we should comprehensively study the experience of foreign countries in the field of education and we think that it will be useful to draw

conclusions that are considered important in improving the quality and efficiency of the educational system.

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