

# THE EXPERIENCE OF JAPAN IN THE FIELD OF EDUCATIONAL EFFICIENCY

**Sevara D. JUMAYEVA**

Researcher

National Institute of Fine Arts and Design named after K. Behzod  
Tashkent, Uzbekistan

DOI: <https://doi.org/10.37547/ssa-V2-I2-05>

**Abstract:** First of all, this article discusses ways to boost the efficiency of the educational system, in particular, the Japanese education system, which is one of the most developed countries in the world, and some aspects of the Japanese experience in the world of education, in general, commented on. In this article, the issues of attitudes towards students in the educational process in Japan and the development of their leadership abilities, which they do not even know themselves, are discussed.

**Key words:** education system, teaching process, student's ability, leadership qualities, IT technologies, financial support, positive skills.

## INTRODUCTION

I want to start the article with the following words of the President of the Republic of Uzbekistan Sh.M.Mirziyoyev who said at the solemn ceremony dedicated to "October 1, Teachers' Day" on September 30, 2020: "We all know that The force that makes a country strong and a nation great is science, education, and upbringing. Our future, the bright future of our Motherland, is closely linked, first of all, with the education system and the upbringing of our children".

It is the education system of any country that determines its future. First of all, it should be noted that today is an era of opportunities and technologies for all of us. There is the scale of databases around us that can be obtained. It is enough if they have the inspiration to get something new and support them.

In today's modern and fast-paced world, the role of quality education and experienced teachers is invaluable. The demand for quality education today is higher than ever. We can say this with confidence. A teacher who works tirelessly and diligently for the future of his students is valuable for the future of every country.

## THE MAIN RESULTS AND FINDINGS

Let us now consider the issue of the effectiveness of the quality of direct education in the case of Japan, which is recognized as one of the most developed countries in the world. We all know that Japan is a country of modern, state-of-the-art IT technologies. It turns out that the Japanese education system is also full of modern tools and lots of educational equipment.

In the age of knowledge-based society and ongoing globalization, higher education institutions

have been asked to play increasingly important roles. Under such circumstances, Japanese higher education has been highly appreciated. Excellent and diverse education and research activities have been promoted under the well-balanced coordination with the establishment approval system and the quality assurance and accreditation system, which is continually reviewed for a more efficient system. In Japan, academic freedom has been respected, as the Constitution of Japan stipulates that every citizen shall be entitled to equal opportunities to receive education by concerned laws and according to his or her ability.

Education in Japan is a culture that is supported by the family, society, and the state. Until the age of five, the Japanese treat their children "like kings," between the ages of five and fifteen, "like slaves," and after fifteen, "like equals."

In this country, it is believed that a fifteen-year-old teenager is an adult who knows his duties and impeccably obeys the rules. In Japan, they adhere to life-long employment, which gives a person only one attempt to take a worthy place in society. A good education is a guarantee that this endeavor will be successful.

The Japanese education system produces young people who are superbly versed in technology and mathematics. The main task of Japanese pedagogy is to educate a person who knows how to work harmoniously in a team. This is essential for life in Japanese society.

The peculiarity of education in Japan is that they begin to strive to form leadership qualities in their children from the age of 5, indeed. This in itself shows how responsible and creative the Japanese people's approach to education is. The question arises:

How are leadership qualities formed? What are its valuable aspects?

Leadership is the ability to take matters into one's own hands and turn them around for the better in any situation, especially when there is a somehow culprit. They should have the ability how to address some issues. Essential leadership qualities include honesty, fairness, teamwork, mutual trust, and managing the audience properly. A leader in any field of society is required to:

Lead by example.

Leadership is about people.

Focus on change.

Be human and admit mistakes.

Understand the value of listening.

Develop leadership skills.

- Promote diversity.
- Work together to achieve more.
- Have solid values.
- Use technology and innovation.
- Help to develop future leaders.
- They are commonly seen as vital to success.

The main focus is on training the younger generation as more leaders in Japan. The student may not know what they are capable of, and the Japanese education system focuses on revealing the student's hidden abilities that they are unaware of to develop leadership skills in the student.

The right question arises. So how is student leadership formed?

Student leadership means students take active roles in their education and develop positive skills in the process. The goal of inspiring student leaders is to create a culture of ownership, collaboration, and community in the classroom. Student leadership development helps develop skills that the students can carry over to adulthood.

In the classroom, teachers can foster student leadership qualities through a process called Project-Based Learning PBL. [The Buck Institute for Education](#) explained that Project-Based Learning is a teaching process in which students learn through hands-on work on a project that addresses a complex question or challenge over some time.

The next thing I should mention is that, as teachers, we must constantly be sensitive to the inclusion of everyone in-class conversations. For example, when I have some students that dominate conversations, I'll give each student three tokens as they enter class. I offer participation grades for the day based upon their "spending" of each pass with meaningful additions to the class conversation. Once their three tokens are spent, they must wait until everyone has finished their tickets in the conversation. This encourages students who are quieter to join the conversation while keeping one student from monopolizing it.

Other times, I may include a back-channel chat so students can participate via message as well as verbally. There are many meaningful ways to encourage conversation, but the best practices are not gimmicks are tricks. It is simply using a student's name and asking them to join the conversation.

Now we need to turn our thoughts to some data on having leadership, and if we can form leadership skills in a student, then the following three aspects will develop:

According to statistics, 60% of students can form leadership develop creativity, 52% - integration and 35% - global thinking. These statistics show that we need to pay more attention to the aspects that inspire the student to become a leader in the educational process.

Let's take a look at universities in Japan. Among Japanese higher education institutions, private universities, which have accounted for the majority, both in terms of the numbers of institutions and the

number of students, have played major roles. In Japan, private universities, which have had about 80% of all university students on their registers, have played important roles both qualitatively and quantitatively and have greatly contributed to the development of Japanese education. The promotion of private universities is thus important for developing school education. The Japanese Government has deemed the promotion of private universities as one of its important policy issues and has adopted various kinds of promotion measures. To be specific, aiming to maintain and improve education and research conditions and reduce schooling related financial burdens on students as well as improve the soundness of management, measures including the following have been implemented to further enrich our promotion efforts:

1. Subsidies for operating costs (personnel expenses for the teaching and clerical staff, education and research expenses, etc.) and facilities maintenance costs.
2. Loans provided by The Promotion and Mutual Aid Corporation for Private Schools of Japan
3. Preferential tax treatment
4. Support for the managerial improvement of educational corporations

A special corporation that grants subsidies, lends money and provides other services to private universities, and manages the mutual aid system for staff at private schools. It has been expected that each private university will maintain and further strengthen its management base through its efforts and actively provide information concerning its education and research activities and its financial condition, making itself more unique and attractive so that it can meet people's demands.

Main issues surrounding university education Amid the rapidly changing circumstances at home and abroad surrounding universities, expectations as well as demands towards universities, such as the development of cultured human resources with deeply specialized knowledge, and contributions to the solution of various kinds of social issues, have become enlarged and diverse. Each university has made efforts to clarify its originality and characteristics based on its educational principle, aiming to qualitatively maintain and improve its educational activities. However, on the other hand, under such circumstances as the increased percentage of students enrolling in universities, the diversified students' needs, the decrease in the population aged 18, and the progress of universities' cross-border education activities, it has become necessary to reexamine not only measures taken by each university but also how the entire higher education system should be.

It can be said about the internationalization of universities, amid ongoing globalization, develop an educational environment where Japanese people can acquire the necessary English skills and also international students can feel at ease studying in Japan, it is very important for Japanese universities to conduct lessons in English for a certain extent, or to develop

courses where students can obtain academic degrees by taking lessons conducted entirely in English. In Japan, many universities have already established classes taught in English. Also, there are several undergraduate courses where students can graduate by taking only lessons conducted in English, and there are 50 or more graduate schools where students can graduate by taking only lessons conducted in English. Of course, such universities still also provide substantial Japanese-language education courses.

If will be a discussion about financial support for students in Japan, it is crucial to say that to secure opportunities to receive higher education both at home and abroad, it is important to enrich scholarships and financial assistance for international students. To this end, the following assistance has been made: (Scholarships) From the perspective of reducing the burden of educational expenses, to enable willing and competent students, etc. to become financially independent and feel at ease in their schooling and, from the viewpoints of equal educational opportunities and human resources development, to support students, etc. having difficulties in their schooling for financial reasons, interest-free or interest-bearing scholarship loans have been given to such students, etc. by the loan standards for academic abilities and household finance.

The essential statistical information I want to add is that Japan's educational system is in a top position in terms of quality and performance. The average student scored 540 in reading literacy, maths, and science in the OECD's Programme for International Student Assessment (PISA), which is higher than the OECD average of 497, making Japan one of the top OECD countries in students' ability and skills. Approximately 70% of students who graduate from high school go for higher education studies, thereby making Japan one of the most educated nations in the globe.

## CONCLUSION

In a conclusion, I hold the notion that I fully believe that the development of leadership skills in the education system, which is important in the Japanese experience, will ensure that they will be masters of their craft and strong leaders in the future. We need to develop our students' leadership skills, even if they don't even know them.

The formation of this feature depends mainly on us teachers. I want to conclude with an example from a wonderful proverb of the Japanese people: Better than a thousand days of diligent study is one day with a great teacher.

## REFERENCES

1. "How Leadership Experience Affects Students", [Michael L. Anderson](#) and [Fangwen Lu](#)
2. <https://education.jnto.go.jp/en/school-in-japan/japanese-education-system/>
3. [https://spravochnik.ru/pedagogika/metody\\_issledovaniya\\_v\\_pedagogike/yaponskaya\\_metodika\\_obucheniya\\_detey/](https://spravochnik.ru/pedagogika/metody_issledovaniya_v_pedagogike/yaponskaya_metodika_obucheniya_detey/)
4. <https://www.indeed.com/career-advice/career-development/leadership-principles>
5. [https://en.wikipedia.org/wiki/Education\\_in\\_Japan](https://en.wikipedia.org/wiki/Education_in_Japan)
6. [https://www.researchgate.net/publication/44839501\\_The\\_Impact\\_of\\_Leadership\\_on\\_Student](https://www.researchgate.net/publication/44839501_The_Impact_of_Leadership_on_Student)
7. <https://online.campbellsville.edu/education/student-leadership-in-the-classroom/>
8. <https://www.google.com/search?q=student+leadership+statistics&sxsr>
9. <https://www.mext.go.jp/en/policy/education/highered/title03/detail03/>
10. <https://www.japaneducation.info/higher-education>