

The Relationship Between Us and Global

1. Motivation behind Research Paper

The world is changing, and we have to change with it. I believe Japanese education has not changed, but we are in the middle of globalization. Many schools suggest students to be more global, however, compared to other educational systems, I feel that Japanese education cannot properly develop my individuality or the individuality of other Japanese students. I noticed the disparity between foreign and Japanese education more because I have always admired the style of education overseas. In addition, I was worried about whether I would survive in a global society when I thought about living abroad in the future. In this essay, my group and I were inspired by the theme “The Relationship Between Us and Global” which explains how students can be global human resources at the Kokusai high school.

2. Introduction

There are two goals of this research paper: The first goal is to understand the relationship between globalization and people and the second goal is to answer the question, what exactly is a global human resource, and what do we need to become that. These days, the development of technology and the rise of globalization have forced many jobs to change. Some jobs are disappearing, while new jobs are emerging. According to an essay titled, “The Future of Employment: how susceptible are jobs to computerization?” by professor Michael A. Osborne at the University of

Oxford in September 2019, there is a possibility that 47% of all jobs will become automatic in the next 10 to 20 years. In addition, research conducted at the International Foreign Student Association states that foreign workers in Japan had been increasing until 2020, before the COVID-19 pandemic. Consequently, high school students are being impacted by this phenomenon because they have a responsibility, as the next generation, to create a better society and improve the world. Taking this all into consideration, we must think about the true meaning of “global human resources.” In addition, we must think about not only the Japanese market but also the world market. The data collected for this study will include online sources from the Japanese government and the Apple Company. In addition, academic papers were referenced that show the differences between the Japanese education system and other countries’ education systems.

3. Results and Analysis

There are many definitions of Global Human Resources, and I will describe them through some examples. The Ministry of Internal Affairs and Communications suggests that one definition is a person who can be active in various fields with their language and communication skills, independence, positivity, and a spirit of multicultural understanding based on the premise of Japanese identity and a deep understanding of Japanese culture. In addition, Apple, which is famous all over the world, suggests that people who can pursue perfection and ideals, can create something from zero, and can create the most diverse environment, open to all people, backgrounds, and ways of thinking.

This research shows us that different definitions confuse us because we do not know what we will be. Therefore, we make new definitions referring to this research. "People can accept changes, find problems, and solve them with their skills."

In order to be that kind of person, we need a place to improve our skills. Of course, a school is a place to learn communication skills, basic life skills and raise one's academic abilities. However, the education system in Japan, like group action and passive classes, is not suitable for that kind of person. In fact, according to "Concepts and Theories of learning styles from Western research" (Aoki, 2005), Japanese education is "an undifferentiated style," so we found that Japanese education does not develop a person's individuality and personal characteristics. As a result of this adverse effect, the Japanese education style has two weak points, "outgoing power" and "uniting individual." Focusing on "outgoing power," the Japanese TOEFL speaking score was the lowest in Asian countries in 2019. In addition, the Japanese have a problem with uniting identity because there are short times and few places to need an identity called Moratorium, as defined by Mr. Ericsson who is a psychoanalyst in Germany. That means that Japanese students receive only one-way information and do not have time to think.

Second, to be a global person, having many types of experiences is essential. If you have experienced many backgrounds, you can solve many problems by using your knowledge from experiences. Multiple backgrounds and experiences can develop people's minds. In "Tsunaga-room," we focused on getting experiences that transcend the boundaries of the subject framework. In "Tsunaga-room," we opened the seminar about the presentation and design from our experiences and knowledge, which means the style of students teaching students. The best way to transcend this

goes beyond the framework of subjects you learn at school. By teaching assistants in "Tsunaga-room," a tiny community of seniors and juniors, the school can respond to the rapidly changing society by exchanging knowledge with each other rather than replacing the existing curriculum. By exchanging knowledge, it is possible to increase the learning obtained before graduation, as shown in the graph below. The blue line represents the amount learned from enrollment to graduation. The line graph on the left depicts the current education system. However, "Tsunaga-room" makes it possible to interact across grade levels and push the amount of learning like the yellow line, which changes the final destination or the amount of learning obtained by the time of graduation, thus improving the education system.

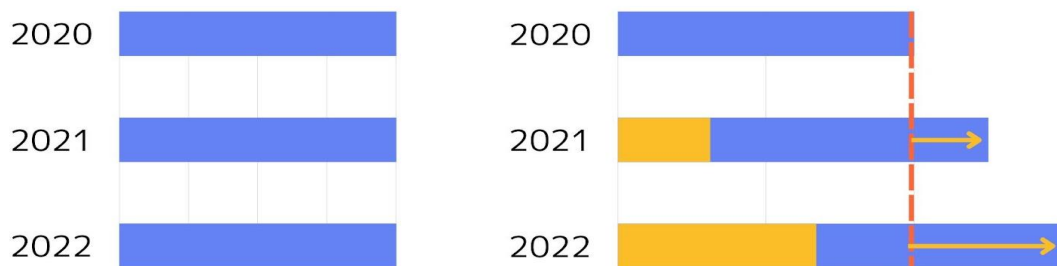


Figure 1. ▲ the graph shows how we raise the students in Kokusai in the "Tsunaga-room" (the yellow bar is the knowledge from lectures by students in the room.)

4. Conclusion and Future Problems

Finally, to become a reliable global human resource, people need to be in an environment that will improve their skills and experience various things. The result of actions in the Tsunaga-room shows that the Tsunaga-room provides that environment. In addition, the 20 people that came to Tsunaga-room and joined the events gave us positive reviews and said they felt "satisfied." or "very satisfied" with our activities.

We have two big future problems. The first one is the necessity to raise students' awareness about the "Tsunaga-room." We could not have many students in the six seminars we opened before, so we should change the event's announcement and spread the "Tsunaga-room" for students. Our goal is for more students to come and use the room. The second problem is that there is no successor to the "Tsunaga-room." We hope to continue the room for a long time in Kokusai high school. Therefore, we will have to find students who agree with our goals and have an excellent ability to lead the students in this school from the second grade.

5. Reflection

Before starting this exploratory activity, society required high language skills, a positive attitude, and communication skills. However, through school life and exploratory activities at International High School, I realized that it is necessary to acquire these skills and the ability to survive in the future society on our own. The effects of globalization are reaching us students, and educational reform is essential to these changes, and we need to seize these opportunities and chances for ourselves.

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