Kurumi Miwa

3-1-27

Growing Together with Globalization

1. Motivation behind Research Paper

What are the different cultural points between Japan and other countries? This essay will compare the differences in education style between Japan and the United States. When I learned about the American education system in my English Academic Purposes (EAP) class, I thought deeply about how different, free, and wonderful it was in America compared to Japan. There, students can choose the courses they are interested in. If they have a question, they can ask their teachers anytime. Unlike Japan, where students are judged mainly by their test scores, American students are evaluated by additional factors. Everything is different from the Japanese style of education. It is often said that Japanese people are shy and do not speak out in public very often. Why did that image spread all over the world? I think that one reason may be due to Japan's school systems. Schools are places of education where children develop mentally and socially and play an important role in forming their personalities. Initially, what kind of human resources are needed in an increasingly globalized society? I think that people with good communication skills, people who can express their own opinions clearly, and people who are knowledgeable in many topics are all necessary for the future as global human resources.

2. Introduction

The aim of this paper is to find out what the problems are in Japanese education style and how we can solve it. We think the Japanese education style cannot improve the individual skills of the students because the lectures are very passive, so we can solve this problem by communicating and learning with each other. Therefore, a group of people and I created the "Tsunaga-room" where students can connect with one another.

We collected data from:

● Benesse data about the number of high school students who study grammar in classes

● TOEFLiBT test and score data summary

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 people that different definitions confuse us because we do not know what we will be. Therefore, we have made 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, which promotes 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 the "Tsunaga-room," students focused on getting experiences that transcend the boundaries of the typical academic framework. In the "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 utilising the teaching assistants in the "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 with one another, 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, the "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.
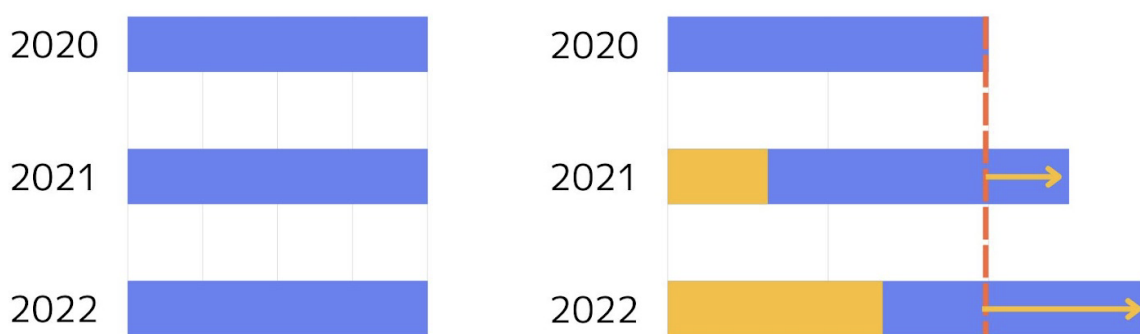
▲The graph shows how we raise the students in Kokusai in the "Tsunaga-room" (the yellow bar is the knowledge from lectures by students in the room).

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 theTsunaga-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

From this research, my group and I could obtain the information necessary to help us think more globally about our futures. We would like to become global assets with a wide range of experiences and skills. Making the "Tsunaga-room" is not the end goal, rather it is the starting line for turning the Japanese education system to be more global. I would like to use the valuable lessons I gained from this research, and apply them to create a bright future for myself.

6. Work Cited

Apple. Career at Apple. Corporate department. 2021. https://www.apple.com/careers/jp/teams/corporate-functions.html (2022/12/06)

Kumiko Aoki. Learning Style Concepts and Theories - Learn from Omega Research. Journal of Media Education, Vol.2, No.1, p197-212.

Japan Broadcasting Corporation. The Emperor and Empress attend the ceremony commemorating the 150th anniversary of the promulgation of the Education System. NHK NEWS WEB. https://www3.nhk.or.jp/news/html/20220905/k10013804321000.htm, (2022/12/06)

Ministry of Education, Culture, Sports, Science and Technology. year 2012.

Ohno, Hisashi. Rethinking the Concept of Identity. Rikkyo University Teaching Research, No.34, 2020/03, p3-15.

Carl Benedict Frey and Michael A. Osborne. The Future of Employment: Are Jobs Susceptible to Computerization?. 2013/09/13

Ministry of Foreign Affairs of Japan. Survey statistics on the number of overseas residents. 2022 https://www.mofa.go.jp/mofaj/files/100293778.xlsx (2022/12/07)