The comparative survey of teacher training in Iran, England and Japan (curriculum)

Farshad Solimani

Department of Educational Sciences, Islamic Azad University, Malayer Branch, Malayer, Iran.

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ABSTRACT

The overall objective of the first stage recognition of teacher education curriculum in the three countries. Secondly recognizing similarities and distinctions such as curriculum, teacher training in three countries - differences in curriculum goals, teacher training, teaching - learning, practical training (internship), methods of evaluation of student learning and application of information technology in teacher education curriculum in Iran, Japan and England. ‘s. (George Brady method) and the results of research based on the hypothesis that the curriculum of teacher education in Japan and the UK in achieving its goals toward Iran have been more successful. The main reasons for this success due to the quality of the teacher training curriculum in Japan and England.

INTRODUCTION

The development of comparative education and symmetrical studies is the single way that provides an appropriate background for making the best choice practicable. The comparative surveys is so important that the intellectuals of international education centers emphasizes on the necessity of comparative surveys like modern scientific field in universities in high level of higher education. This emphasis indicates the significance of work and the role of the researchers of this scientific field in introducing successful education systems of the world, recognition of education issues and its great achievements. [1]

The survey of history of the evolution of world education systems demonstrated that the most advanced countries take advantages of comparative studies in the field of education and deem it as the required condition for designing modern education systems and emphasizes on continuance of these studies before education reforms or solving mentioned problems in different fields. [1]

Although comparative studies don’t receive its deserved base as required instrument for development of education programs in our country, but we hope that these researches will be more developed regarding recent attention and emphasize of high education programmers because being informed of changes and improvements of the training systems of other countries and their problems in development and correction of their training system and acquaintance with their methods in solving these problems can help us in adopting required tacts in solving our problems in training system particularly when we think about establishment of our modern training system.

The survey of education systems of countries in various education courses and comparing them with each other and being informed of innovation all over the world can be instructive and fruitful for those in charge of education like instructors, managers and education programmers and causes improvement of teaching quality and efficiency of education in charges. [2]. The teacher should be enough educated and skillful to adopt himself/herself to students’ reactions and organizes class daily effort in the way of desired construction and is free to do such things as well. Power and freedom of action can be advantageous just in the case of teacher competence and expertise. This issue will reveal the significance of the programs of teacher training. (Same source).

For example, the courses of teacher training students are as follows: new methods of teaching, computer application in education, management of school affairs, the psychology of infants and adolescent, the history of education, the fundamentals of education, the philosophy of education, hygiene in schools, educative

Corresponding Author: Farshad Solimani, Department of Educational Sciences, Islamic Azad University, Malayer Branch, Malayer, Iran.
psychology, education sociology, English language, basic mathematics and religious training. The students have to pass these courses as general courses. (same source)

**Questions of research:**

1-What differences and similarities are there between the purposes of teacher training curriculum in Iran, Japan and England?

2-What differences and similarities are there between the contents of curriculum in Iran, Japan and England?

3-What differences and similarities are there between teaching-learning process in teacher training curriculum in Iran, Japan and England?

4-What differences and similarities are there between the program of internship of teacher training centers in Iran, Japan and England?

5-What differences and similarities are there between the methods of evaluation of students and teachers trainings in curriculum of teacher training centers in Iran, Japan and England?

6-What differences and similarities are there between applying information technology in curriculum of teacher training in Iran, Japan and England?

**Description of key words:** comparative education, curriculum of teacher training, Iran education system, Japan education system, England education system.

**Comparison:**

Measuring between two objects and two affairs, Equality and combating with someone in measurement, Measuring and comparing something or someone with something or someone else [7].

- system:
  - rule, order, to regulate, method, way, regularity [6]

- Education:
  - Education consists of activities organized for teaching learner by teacher and performed between teacher and one or more learners as mutual action [5].

- Upbringing:
  - Upbringing consists of a regular and constant process which its purpose is helping physical, cognitive, mental, behavioral and social growth or generally speaking the growth of personality in order to obtain acceptable manners of society and helping them to flower their talents.

- Comparative education:
  - Comparative education consists of applying comparison skills in order to study specific aspects of education issues [4].

- Education system:
  - Education system is a system which is general example of organizations and institutes and responsible for culture transition and its flowering, educating someone and training skillful and specialist human force. [3]

- The method of research
  - The method of research is descriptive-attributive and the way of collecting data is library and the instrument of collecting data is documents and first or second rate. Therefore, the method of data analysis is descriptive-attributive.

- The researcher tries to write collected documents on some note cards and the method of analysis of these data are performed mentally and wisdom and mental and philosophic methods are used for interpretation and explanation of matters.

**Findings:**

**Table 1:**

<table>
<thead>
<tr>
<th>Country</th>
<th>The objectives of the curriculum</th>
</tr>
</thead>
<tbody>
<tr>
<td>Iran</td>
<td>There is a particular objective and consequentially expected qualifications for each curriculum of teacher training courses. The objective of studies for associate of arts course is training the teachers who prepared for educative activities in elementary school by acquiring theoretic knowledge and practical skills along with interest and positive attitude. Generally speaking, the objective of curriculum of undergraduate course of educators' university is acquiring theoretic knowledge, practical skills and creation positive attitude among students and teachers.</td>
</tr>
<tr>
<td>England</td>
<td>The main objective is improvement of the quality of teacher training. According to this objective, the quality standards of teacher in curriculum have been made according to what teachers should know, understand and do and compiled in three relating parts consists of: Vocational values which attitudes and commitments, methods and expected behaviors, knowledge and understanding, teachers’ capabilities are emphasized according to them. Moreover, teachers should have a good perception of their students’ advancement and teaching which emphasized on planning skills, guidance, evaluation, teaching methods and class management.</td>
</tr>
</tbody>
</table>
The objectives of program of teacher before being on duty have been considered in the form of required competences and abilities which consists of:
1- Having the sense of dutifulness as a teacher
2- Profound knowledge of human growth and development
3- Being interested in the students
4- Acquiring proficiency knowledge of lesson topics
5- Acquiring extensive general knowledge
6- Acquiring educative applied skills.
Furthermore, the teachers should have other abilities which are particularly necessary for the future and plays an important role all over the world as an active member in the age of changes.

Table 2: shows the contents of curriculum of England, Japan and Iran.

<table>
<thead>
<tr>
<th>Country</th>
<th>The contents of curriculum</th>
</tr>
</thead>
<tbody>
<tr>
<td>Japan</td>
<td>The contents of general, educational and specialized courses. There are 14 credits consists of Islamic culture, Persian literature, physical education, Islamic ethics, Islamic revolution, roots, hygiene and environment during the course of studies for associate of arts. Educative courses (19 credits) consists of courses of Islamic training, general psychology, educative psychology, the fundamentals of guidance and consultation, essentials of teaching methods and skills, measurement of education advancement (all credits are theoretic) and production and application of educative materials (practical and theoretical) and teacher practicing 1 and 2 (practical). There are 25 credits as the total credits for constant undergraduate course of universities. The specialized courses of studies for associate of arts and undergraduate compiled considering different fields and related to specialized topics.</td>
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<td>Iran</td>
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</tr>
<tr>
<td>England</td>
<td>The contents of the course is a combination of education subjects, management and evaluation and specialized subject for the students who want to teach in high schools. They pass some credits for acquiring teaching skills in the field of specialized subjects as well. These subjects consists of: experimental sciences, mathematics, design and technology, information technology, foreign languages, music, geography and religion instruction. The Finishing course is considered for these students for obtaining the license of vocational skills. The contents of the course for the student teachers of elementary level consists of: subject science related to English lessons, mathematics and sciences, planning of course subjects, information technology, particular course subjects like religion, art and mathematic, course credits of planning, teaching and class management and instruction of research methods. Moreover, student-teachers should pass some credits for acquiring the skills of maintenance of students activities and providing regular quantitative and qualitative reports to parents, recognition of objectives and the way of evaluation and reporting and the ability of arrangement of teaching activities with it, working with exceptional children like mental handicaps and intelligents, hygiene, citizenship and necessary instructions for acquiring educative standards and physical education credits. Besides above credits the instruction program of art and drawing (at least 1 credit) has been added to the before on duty education program of teachers.</td>
</tr>
<tr>
<td>Japan</td>
<td>The contents divided into three groups considering recent amendments. 1) the contents related to curriculums 2) the contents related to teaching and 3) the contents related to curriculum and teaching. The purpose of third group is giving more flexibility to universities for making balance between group 1 and two. Student-teachers should study all materials of each content which mentioned in standards of national curriculum of preschool and elementary school comprehensively and nationally. The contents of teaching divided into six groups: 1) The content related to importance of teaching 2) The content related to theories of education basis 3) The content related curriculums and teaching methods 4) The content related guidance and consultation to students 5) General activities and 6) The activity of education (students) in school The content relating curriculum and teaching consists of the subjects in which students practically deal with those learned in theoretic discussions of teaching methods in order to get ready for practical teaching.</td>
</tr>
</tbody>
</table>

4-2- What is the contents of curriculum of teacher training in England, Japan and Iran?

Table 3. teaching-learning process in curriculum of teacher training of England, Japan and Iran.
Table 3:

<table>
<thead>
<tr>
<th>Country</th>
<th>The teaching-learning process of curriculum</th>
</tr>
</thead>
<tbody>
<tr>
<td>Iran</td>
<td>Most of credits are theoretical during elementary period. The survey of the books of elementary period compiled practically and the credits of teaching methods of elementary period books compiled practically and theoretically. The credits of educative courses are often theoretically. This is the same in other fields. Most courses are compiled theoretically and practically and also workshop during undergraduate period. The research shows that the process of teaching-learning is teacher-based and unilateral and the teachers profited from the method of speech at class.</td>
</tr>
<tr>
<td>England</td>
<td>The most educations related to vocational skills which student-teachers learn during these courses consists of the way of regular use of helping sources, different methods like the method of role and other performing skills, making transparent of objectives and the way of evaluation of reaching objectives, making relationship between theory and action and making sure that practice obligations are related to theoretic aspects. The application of practical exercises in real classroom is teaching how to use sources and up-to-date teaching materials. Different kinds of instruments and teaching equipments like visional and auditory have been used in practical credits.</td>
</tr>
<tr>
<td>Japan</td>
<td>The focus before on-duty education of teachers is on theoretical rather than practical. As though in recent developments the program is as a way that theoretical courses combined with practical courses but the speech method is more used.</td>
</tr>
</tbody>
</table>

4-4- How is the internship courses (practical exercise) in curriculum of England, Japan and Iran?

Table 4: shows the internship courses in England, Japan and Iran.

<table>
<thead>
<tr>
<th>Country</th>
<th>Internship courses</th>
</tr>
</thead>
<tbody>
<tr>
<td>Iran</td>
<td>Three practical credits (internship) have been considered for training courses which consists of four hours of practical work in schools and two hours of face-to-face education in the center of teacher training in third and fourth semester.</td>
</tr>
<tr>
<td>England</td>
<td>The preliminary education of teachers has been designed as a way that student-teachers should be instructed 22 weeks during four-year program and 24 weeks during three-year program practically. Every under-instruction teacher should have experience of teaching in at least 2 schools, total times of teaching should be equivalent to above-mentioned times. Teaching in the places other than schools have been considered as well. Internship program of student-teachers has been created as the way that teacher makes sure that he/she is good enough for class challenges.</td>
</tr>
<tr>
<td>Japan</td>
<td>As the practical works of student-teachers is so little (four weeks for elementary schools and two weeks for high schools), a specific course like medicine interns has been considered for new teachers since 1989. The duration of this course is one year and it’s considered for promotion of practical skills of student-teachers.</td>
</tr>
</tbody>
</table>

5-4- How is the evaluation of educations of student-teachers in curriculum of England, Japan and Iran regarding study?

Table 5: shows evaluation methods of teacher training curriculum in England, Japan and Iran.

<table>
<thead>
<tr>
<th>Country</th>
<th>Evaluation methods</th>
</tr>
</thead>
<tbody>
<tr>
<td>Iran</td>
<td>The results of researches indicate that evaluation of educations of student-teachers have been performed in the level of knowledge and understanding.</td>
</tr>
<tr>
<td>England</td>
<td>Student-teachers are under supervision constantly and the high education professors and senior teachers who supervise their practical activities evaluate according to qualititative teacher sign. This evaluation has been performed during the semester and as examination.</td>
</tr>
<tr>
<td>Japan</td>
<td>There is no official evaluation for the activities of student-teachers. The students who finished considering credits will be known as graduate.</td>
</tr>
</tbody>
</table>

4-6- What is the situation of information technology and communication in the process of teaching-learning of student-teachers in England, Japan and Iran?

Table 6 indicates current situation of using information technology and communication in England, Japan and Iran.
Table 6:

<table>
<thead>
<tr>
<th>Country</th>
<th>Information and communication technology</th>
</tr>
</thead>
<tbody>
<tr>
<td>Iran</td>
<td>These credits have been considered in curriculum of undergraduate period.</td>
</tr>
<tr>
<td>England</td>
<td>The vocational competences of teachers have been determined for FAVA application.</td>
</tr>
<tr>
<td>Japan</td>
<td>Majol has been organized for the teachers of elementary period 15 hours and FAVA education is considered for high school teachers. The emphasize of courses depends on required competencies of teachers in FAVA application in classroom.</td>
</tr>
</tbody>
</table>

Conclusion:

The curriculum of teacher training in different countries has been planned with regard to geographical, social, political, economical and cultural situations as though they may not be similar to each other but they can’t and shouldn’t necessarily resembles to each other. The comparison of these system shows that none of curriculum of teacher training is absolutely useful and useless. The education systems have strengths and weaknesses which discovery of them will be very fruitful for development of these systems.

The comparison of curriculum of teacher training provides this possibility that those who are in charge of education and training get acquainted with these programs and use them for development and promotion of education quality and successes and failures.

REFERENCES