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Guest Teachers' Involvement for Citizenship
Education ラムジャブ ソソロバラム

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An Attempt of Community Involvement in Teaching at Mongolian Schools: The Effects of Guest Teachers' Involvement for Citizenship Education

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Pedagogy

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Introduction

In Mongolia, since the school year of 2008-2009, General Education has been changed to 12 years school system, in which six years old children start to enroll the first grade of the school. It is the largest reform in school system. Since then, Mongolian children began to prepare for the requirements of new education system to study in 12 -year education system. There was no parental and public involvement for this reform. But this reform encouraged Mongolian to extend parental and public involvement in students' learning. So we have learned Japanese experiences and methodology for practicing to cooperate with parents and citizens in some primary schools in Ulaanbaatar.

1. A lack of awareness of 'public involvement' in Mongolia

There was no general consensus among the public about the parental and community involvement for students' learning in schools. It has not been publicized in pedagogy that we have to have community involvements in school practices. However, there are some researchers addressing the necessity of the community involvement in schools as follows:

Professor Sc.D Begz.N addressed a gradual educational reform which is administered by the state level to the local public level. Market oriented education planning, policies, and community involvement to education needs to be transformed toward to more the publicly authorized sphere. For this direction, it is necessary to provide liberal educational laws and legislation for extending public involvement in education for a certain number of population.

Professor, Sc. D Purevdorj.Ch said that "It encourages teachers to use good management skills for improving the result of both of school children's learning, completing and working publics for cooperation." The more tactics the teachers have developed for leading and coordinating the public involvement, the more relief the teachers have in their teaching workload and achievements."¹⁾ He meant the community of management by "public (community)."

Professor, Sc.D Jadamba.B addressed the theme of "public involvement" for the development of school, regarding its content and legal reform.

Professor, Sc.D Jadamba.B discussed to divide the historical periods of public involvements into two periods for schools, first period was the centralized educational system from 1921 to1990, the second period is the age of from 1990 through the present, which is ruled to be as a public policy.

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2. Public involvement for reforming Mongolian education

Today, it is not difficult to reform some components such as objectives, content, situation, finance and legislation on advanced Education system field for deciding objectives of advanced education reform released by modern periods. Human factor or activity consist of the system, and its reform is the most difficult objectives requiring more time. Therefore, strengthening international cooperation and learning its experience from the developed countries are important for establishing a new education system that meets for social growth of Mongolia. Recently project, program and cooperation implemented for improving result of training in our country.

Including:

In 2006-2009, Mongolian Ministry of Education, Culture and Science has been implementing “Methodological development for supporting school children’s studying” with “Jika” International Cooperation Agency successfully.

In 2009-2010 academic years, there has no passed long time since the implementing the project “Next step or Improving Development of teaching methodology in Mongolia and strengthening the particularizing the system”. Therefore, I read the report of these projects and tried to analyze them on the behalf of my research work. No long time has been passed since these projects and programs have started, although it brought a good direction and result on the field, it spent more time for changing teacher’s trend. It may depend on paying less attention on increasing parental and public involvement to training.

Although a number of our parents who leave their children under only the control of schools and teachers as they were being reduced, we have less experience on issues of supporting parental involvement in training and the real parents involvement into training by teachers and schools, methodology on above issue is not enough.

As a result of my research, I found out that a particular situation of students’ and teacher’s personal development could be a model for teachers’ training. Therefore it is necessary to practice Japanese experience, management and administration for the improvement of public involvement and its support for our education service, teacher’s development and training.

For student successful studies, it is not enough to follow only teacher’s knowledge and teaching method. If we could cooperate with all of administration of school, parents, sociality and publics, it brings a good result for it. For implementing 12 year education system in our country, we must pay more attention on issues of “training preparation and condition”, “Teacher’s preparation”, “Children’s preparation”. Paying attention on parental and public involvement to the training is still not enough. For teacher’s preparation, there have been still some problems on teacher’s constant studying in training condition and contents. One of these examples is Civic Education subject what is involved the curriculum has no any text book, the innovation for teacher’s method, methods of training been shorted. These kinds of urgent problems what we need to decide have been reduced objectives of the education and the gain of sociality, we trend it with a complex of behavior consideration and tried to practice it.²⁾

Learning the experience:

At the framework of my research work, I introduced activities of Ookurayama, Koohoku, Yamanote Minami schools in Tokyo, Kyoto, Sapporo cities in Japan in 2008 and 2010. I introduced and learnt some experiences from “Tategava” school of Sumida district, Community form in Goshi-Minami in Tokyo and activities of some kindergartens. During the time, I found out that it needs management to improve involvement by provider of education service or teacher, parents and publics. Also at the framework of the research work, I organized a projected lesson with a video training on implementing public and parental involvement at Sukhbaatar district in 2009 with Didactic Training Research Center of primary education near Teachers’ University of Mongolia and Professor Asanuma Shigeru, Tokyo Gakugei University. In the training, 16 schools, 45 teachers and training managers were involved in it after the training, we conducted a satisfactory survey and had an interview with training managers, managers criticized some urgent administrative knowledge, teachers’ methods and the method of training on ‘organizing the projected activity and subjects’, ‘involving

parents and publics in the training'. Above training brings an important result for participants to above training seminars. For doing it, all of them agreed to change their trends for the reform.

Also I introduced with the best projected activity of Goshō –Minami School in Kyoto which considers the best sample of school whole Japan with Asanuma Shigeru in 2010 and researched “Proud of Kyoto” named auditorium training on the projected activity in the 4th grades to show how they organized it.

In 2005-2008, I worked as an adviser for Minister of Ministry of Education, Culture and Science, I and Tatsuo Koide teacher, Professor of Teacher's University of Hokkaido County, Head of Association of Mongolian-Japanese educational cooperation exchanged the views with about public involvement into training. At that time, he explained it that “Mongolian education reform is slow, it depends on no reform is being done on teacher's method and methods of training for parental and public involvement into training”. Based on above research work in Japan and recommendation of teachers we practiced following tests in Civic Education subject in motherland.

3. Community Involvement: A Case

Education is a strong factor for everyone's development and life, it required public participation. Participating parents and publics into the auditorium subject is a form to participate publics into the training. It is not event that to sit the parents into the training rarely. In the report, I presented report about some experience of public participant to civil education subject in the primary class in some schools whole territory of Sukhbaatar district.

The goal of the project is the community involvement into Civic Education subject

Background of the Research work: Objectives of primary and secondary education is educating school children with General education, preparing students for educating students' patriot, studying humanitarian law, developing own skills, studying constantly for their lives and labor. For fulfilling the objective of education, Civic Education subject is a huge impact for it. But Civic Education subject scheduled in primary curriculum has no any textbook; all of curriculum, teaching methods, and method of the training are typical. There is shorted experience which conducting the lesson by innovate method, research work, training and seminar, public participation. All of above are objectives of the subject and they reduce social interest.

Objective of the research work: to use public support and its advantage of it, to detect how the guest teacher influence to the training and teacher's management skills for improving the Civic Education.

Targets of research work;

- To regularize the “Method of Public participation” into auditorium training and contact it with evaluation for behavior education in primary class /3/ related guidance /4/.
- To improve teacher's teaching methodology who teaches Civic Education subject
- To involve parents and the publics into the training and to give the good ideas to teachers for using them as the training means.³⁾

For implementing above objectives and targets, we practiced following test for elaborating the text book of the Civic Education subject, organized an open-lesson to involve publics to training at Sukhbaatar district and had interview with teachers, training managers about result of the lesson.

Preparation work: For the practice, we organized such activities including: made a schedule, learned content of the subject, learnt and found a guest teacher, coordinated scheduled hours, prepared feeling of teacher's psychology, had an interview and cooperation.

At the district, we analyzed result of “Evaluation of behavior education of primary class” named activity which is being implemented by resolution #108 by Civic Representative meeting dated in Oct11, 2010, to determine improvement and changing students' behavioral education, to involve parents for grading the result of students' subjects are a good

condition to improve result of Civic Education subject. At the framework of Grading content in Civic education subject in the district's schools, I elaborated "Let's talk together" textbook with a guest teacher Oyuntsetseg.B and practiced it and organized an open-lesson on some themes.

Area of the practice: To involve 200 students in the 5-6th grades, 3rd, 4th, 16th schools, Sukhbaatar district, Ulaanbaatar city, 10 training managers and 16 teachers. Some notes during the test lesson in at the framework of research work:

To select publics who suit for theme of Teacher's lesson and preparing the subjects with them are most important. For preparing the lesson, it does not only trust control of the guest teacher, we need to discuss some notes on schools, age of the school children, student's thinking particularity, introducing students relationship skills, the objectives, targets, methodology previously. Except this, guest teacher of public delegations must be a person who loves children, has sincerely feeling for school and teacher, a lot of experience of life, educated. Subject with a guest teacher can bring a good result for children's behavior.⁴⁾

For doing the research work, we select "Let's talk together" text books as training means. Continuum of a story in the text book suits for 1 hour. By the test lesson, we paid more attention on creating knowledge and developing creative thinking relation from between relationship teacher /5/ and school children, school children each one or their parents and others, on the way of active methods of training such as: discussing, disagreeing and recommending new idea. School children wanted to express their views freely in order that teacher not grade them in the first of the lesson., It opened their thinking, it completes a good chance to not try to evaluate themselves as "good person", to defend their aspects, to express themselves freely. Teachers who observed the lesson concluded that any class respected guest teacher very much and participated actively in the lesson they've ever participated in it before. The test lesson shows that it brings a good result for the lesson, completed a good condition to activate the school children if we can organize publics correctly and made a preparative activity for it what depends on theme of the subject. For example, for methodology, we paid more attention on completing a good condition to have a conversation between school children each other, to be make conclusion by themselves, coordinating clear issues among sociality and people, to be make some variants of decisions by themselves, supporting their thinking and creation, submitting a new recommendation and completing a good condition to evaluate and recognize oneself or others. It is not a good lesson with only usage of technical means, computers, screen and projector in the lesson, traditional method, "method to have interview" are active methods to create knowledge also it was possible to show a good result of lesson depends on what kind of training means used and how to put the successful questions.

The result of the practice

After the practical lesson, teachers and training managers exchange their views with school children. There are some impressions and result of the tests in the following table.

No	Delegation of Participants	Proposal and conclusion of Test -lesson
1.	Manager of the training-1	If teacher participates publics into the training like this or organize Civil Education subject successfully, school children have a good chance to participate in the lesson actively, to become a correct trend for any problems, to have a good choice, and study to make a good decisions.
2.	Manager of the training-2	Based on Students' questions: when guest teacher comes here again, their waiting for the guest teacher, both of students and teachers of our school liked public participation with a guest teacher. We will pay on more attention on public participation to training and enhancing outdoor support. It needs really.

3.	Manager of the training-3	The practical lesson of our school continued for longer than other schools. We have cooperated with guest teachers many times. We found out some changes observed on student's behavior education, thinking and trend, relationship of teacher and student when we told about class teacher.
4.	Manager of the training-4	Teacher's first image to participate public involvement into the lesson was changed more after they involved a real practice. They found out that they need more management for teaching. It contacts with "Evaluation of School children's behavior education in Primary class". I accumulated more experience of teaching method from the lesson. The lesson was very effect and successful.
5.	Teacher -1	We invited a quack mother of our class student to the lesson and to be advised how to wash hands correctly once. She made understand the school children more things than things I teach. Inviting guest teacher to the lesson is very interesting for the students. They have a desire to make relation with others except their teacher and impress themselves. For teaching Civil Education, there is more problems are being faced. Content of Practical lesson is easy for the students, it brings better indirect influence to student's behavior than teaching them "not do it" or "being so". It suits for evaluation what is being used by us.
6.	Teacher -2	For class teacher, I am afraid of how our class students participate in the lesson. But I found out that I evaluated them worse than evaluation what I have ever evaluated based on I their active involvement and their admirable decision and ideas. If we can change training technology which is being used in the training, I knew it feels to educate students' behavior with subjects especially Civil Education subject very much. Inviting guest teacher to the lesson brings a good result for finding out more things.
		It was the most interesting lesson. Our students participated in the lesson more active than as they have ever participated in it. Although their lesson time was over, they wanted to have an interview with teacher very much. I taught for many years. But I participated in this kind of lesson with public participants firstly like today's lesson. I found out that it is possible and effective to improve the lesson if we prepare training well and involve public participants to the lesson. But there some problems to find out the teacher of public participants for the school.

(Teacher-3)

School children in primary class are interested in outdoor teacher or guest teacher except their class teacher who teaches constantly from above interview, it is observed this kind of lesson demands for more than ever. Also based on activity and participants of students have being increased, organizing a good preparation of shift lesson with public participant for activity of the training is enjoyable for both of teachers and children and it shows that it brings a good condition that teacher develop themselves in their work place. As well as, during the lesson, we require to plan many things such as: what kind of guest teacher must be? When? From where? whom we must invite and how to cooperate with guest teacher, what theme from what lesson will teach, when we use the subject as a means, what kind of thinking, ideas and pride we will give, how to motivate publics or how to take their help and it is time we replied it. Except it, one of the teachers who participated in the lesson invited their class child's parent to the shift lesson based on the learning parental occupation and professions. But they told to me that they taught lesson on the direct method to transfer information. But the present time of our practical lesson could show that it is possible to invite public delegation into the lesson and public participation into training according to the required theme based on curiosity of primary class children, feeling to receive newness and demands. For example; students comes on time to the lesson with the guest teacher. Following advantages are being observed such as: they wanted to relationship with each other and express themselves and they have been become helpful and friendly. Especially, although school children in the 5th grade to be teach lessons by many teachers, it brings a good preparation for it.

Conclusion of the practical lesson of teacher and students are indicated in the following table:

Operation Trend	Before the practical lesson	After the practical lesson	Most enjoyable thing by both of teachers and students
For the students	<p>They said that they did following things by the lesson before</p> <ul style="list-style-type: none"> - Dictation - Coping - Composition - Learning songs & poems - Newspaper cutting 	<p>By the practical lesson:</p> <ul style="list-style-type: none"> - to recommend a new ideas - discuss - disagree - independently choice - good working in a team - content of the lesson is near their life, told about “what would you do if you are” per theme of the subject , at the time, talk about most optimal decision and a correct method 	<ul style="list-style-type: none"> - good possible to make their decision by themselves - it interesting to meet outside teacher who not teach everyday - understandable theme of the subject - a good working in a team, put and hear questions to other students - it was the nicest lesson in the academic year - Civic participant wasn’t become such interesting - May we invite outside teacher to another subjects
For the teachers	<ul style="list-style-type: none"> - there shorted to activate students, - they evaluate their students enough - trend their lesson with one kind of style - content is limited due to it has no any textbook 	<ul style="list-style-type: none"> - students could made a more clever and sensible decisions than they made - they have a new idea to elaborate new textbook by themselves - they felt that the lesson becomes more interesting if they use public participants to the lesson - they considered that publics it means that it is parents - they had a new impression to refer public involvement in per curriculum 	<ul style="list-style-type: none"> - we liked we have a newness trend and found out that it brings us a good result for teaching methodology of the training /to be participate in publics into the lesson/ - theme and contents of “Let’s talk together” title of textbook - it could become a good lesson pertaining to behavior of school children of primary class - we liked to invite guest teacher from the district , coordinate schedule of the subjects, cooperate them, - to conduct practice to pay more attention for teacher’s development

Conclusion

In the report, we discussed some notes and result of the subjects, methods, preparation for public participation” into the training process based on practical lesson involves a guest teacher to Civic Education subject with public participation. We learnt its experiences of other countries how they motivate teacher and school’s activation. The practical subject is to let the citizens participate in the schools in their communities. As a result of the practical activity, it observed that it requires improving teaching management, gives teachers a good possibility to increase public participation for developing teachers in their workplaces. Especially, following urgent issues are faced us for teaching and administrative management.

Including:

- In related education documents, although there is referred that it needs to increase public participation but there is no indicated about on what direction, what kind of curriculum, method, content and arrangement.
- Teacher hide the weakness of their teaching as if they work correctly, instead of it, teacher tries to pass the problem by their own, they need detect possible human resource and cooperative management with them is not enough, activation of social worker in the school is short.
- Teachers haven't got enough experience for using nonmaterial parental & public participation into the lesson, work experience, other skills for their shift lesson and other training activities. Teachers haven't got any grading limits to evaluate their performance.
- Teachers don't understand importance of public participation well, they consider it from only side, if they implement public participation at their performance, they don't use others except the parents.
- If the sociality evaluates teacher's performance, It has been still evaluated it based on finance, there has been rarely organized methodological activity on the field.
- For deciding the issue, it is required to organize an open-discussion on increasing public participation depends on the terms, condition and particularity of the school and to exchange experiences. Developing teaching management, shift lesson and training technology are not only duty of the teacher. Nowadays when methods and experience by Administration of the school is not enough, it is very important to use contribution and cooperation of Local educational organization and scholars. Everyone may select as a guest teacher from public delegation to the school. But it needs to complete a system to cooperate with local educational organization, administration of the school for selecting the teacher. It is required to change old method, coordination and trends of involving parents and public participation in auditorium training. I hope that the research work and above practical lesson is a practical experience to decide the issue.

Quotes:

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- 2) "Evaluation of Student's behavior and parental participation" by "Sosorbaram.L "Education study" journal by Educational Institute / No:60, 2010/,
- 3) "Possibility of increasing the real parental participation in training" by "Sosorbaram.L "Education study" journal by Educational Institute /No:64, 2010/,
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モンゴルの学校における地域の授業参加への試み

—— 市民性教育に向けてのゲストティーチャーの効用について ——

An Attempt of Community Involvement in Teaching at Mongolian Schools:

The Effects of Guest Teachers' Involvement for Citizenship Education

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教育学分野

Abstract

This is a paper attempting to clarify the effects of the public involvement for the teaching in Mongolian contemporary prolonged school years. Despite of the fact that Mongolian schools became more open and controlled by the community, the parents' involvement is not enough for improving the quality of education. So parental participation in the classroom teaching like guest teachers would help the communities being more concerned with the school management and instruction. The experiences of the parental participation in the schools actually fostered parental concerns with the school management as the empirical data has shown. As a result, the guest teachers are considered as efficient for improving the development of children's potentials. Those public involvement to the schools is demanded in Mongolia.

Key words: Educational objectives, school community, teachers training method, public involvement

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要旨: 本論文は、モンゴルの学校における地域参加の方法と効用について明らかにするものである。現代のモンゴルは、学校の12年制への延長とともに、自由化と地域の参加を奨励するようになっている。しかし、親の学校への関心は薄く、学校経営や授業の改善へ地域の親が貢献しようというような事例はまだ少ないのが現実である。そこで、親の学校への関心を高めるために、ゲストティーチャーとしての活用を試みた。その結果は、大きな成果をあげ、親と地域の学校への関心が高まるという結果を得た。このような結果からモンゴルでは、ゲストティーチャーをはじめとする地域参加をさらに進める必要がある。

キーワード: 教育目標、学校コミュニティ、教員養成、地域参加

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