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# **Taking an advantage of the model of an integrated building personal (TOKKATSU) and its application in Japanese education in music education activities**

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## **Introduction:**

Many educational methods appeared in Japan that were concerned with child and upbringing through (TOKKATSU) that interested in moral values to deepen his artistic abilities to reach his best effort.

TOKKATSU activities is a tutor guide that direct the child to cooperate to collect their ideas for setting rules to follow in order to care with the child ability from the deepest point to make what he learnt an integral part of his nature, the researcher observed the evolution of the musical sense for the Japanese children who are able to play, to sing, to compose music at young age through the effective and technical educational methods.

### **1- The meaning of improving the special activities(TOKKATSU):**

The basic objectives that made on the special activities (TOKKATSU) are the same features and structures that distinguish them, thus it doesn't mean a change within the nature of the special activities, but the way by which these special activities that are non- traditional away from the activities that show the curriculum functioning that greatly changed.

We also added some sentences like "Deepening the behavior of each child toward life and develop his abilities to make the maximum effort."

Setting up the objectives activities for each stage and children's relations towards various stages. Terms of "Social works Class" that forms the special activities category inside the guidance of the Instructor Guide that enables children to cooperate to compile their ideas through setting rules to follow from the deepest point to make what he learnt an integral part of his nature.

Conclusion: it is not significant to discuss the activities type done or how to perform, but to discuss the behavior type on which he was up brought, and the capacities he acquired<sup>(1)</sup>.

### **2- Creating a better relation between the children:**

Instructors are not robots, so that it is difficult to replace one by another without any consequences. Teachers-Students' Interventions are education by themselves, thus it has to create a friendly society between children through these special activities.

### **3- Special activities as an excellent tool to build Social works class.**

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<sup>1</sup> - The Conference of the building integrated personal "TOKKATSU" in Japanese education "creating a good learning environment" - under the auspices of Dr. Tariq Shawki - Minister of Education & technical education. 2017.

Establishing certain type of discipline and stability based on the special activities (TOKKATSU) that play an important role in the effectiveness of building a class social work that includes the academic achievement and thinking development, that enables child to experience “what he could do” through the real life.

**4- Establishing a school that manages to experience “happiness” through social works activities:**

Happiness comes when you are consistently praised, without social works activities, thus it is important for the teachers to inform their students about the school life and the need for it.

**5- The development of confidence and live in the community (the group) is a matter to be implemented in the children through special activities (TOKKATSU).**

Confidence not acquired by competition, but through discussions that manages to increase competing between students, thus to increase their abilities to owe confidence to pass failure. So, we have to educate capable children to do continuous efforts and self-esteemed to meet challenges.

**6- Classes and schools is a mini-society:**

Education methods in the Japanese schools concentrate on the classes, school groups and the special activities (TOKKATSU) that sees classes and school as **a mini-society that** make the children ready to live in the bigger society.

**7- Special activities’ objectives and establishing classes and schools:**

The trial of developing a balanced evolution for thinking and high morals to the embodiment the principle of "capacity to enjoy life", which has become the slogan of educational reform in Japan, alike the special activities play an important role to establish the school environment through self-discipline, doing effort, expressing develop, justice, gentility, cooperation with the others, understanding of the responsibilities and roles.

**8- Heart Care and build the foundations for the upgraded academic achievements:**

I can’t imagine that the moral lessons can learn children loyalty, justice, gentility, cooperation with the others would be effective in a school society that neglects the cleaning duties without any consequences.

For example: what is happiness? It requires patiently concentration on values on one hand; on the other hand we use the real school life as a teaching material in the “special activities” based on action.

**9- To be a teacher who is able to encourage children to enjoy with confidence and courage.**

To be a teacher in Japan directly engaged with people encouragement to be “Human” may face many obstacles, but no need to be tension, both of teachers and students have to enjoy school life if they tried to make use of the special activities as a power point rule by enhancing the circle of the dedicated staff colleagues who seek children happiness.

**TOKKATSU course –Primary school**

The activities of the effective groups aim at the balanced evolution for mind, body, Exclusivity encouragement and participation in the group that establish positive and practical behavior towards life and relationships improvement through:

- Creating a grade society and school.
- To resolve the multiple problems that appears in the lives grade society and school.
- The organization of groups in the class and share responsibilities.
- Enhancement of the quality of life of the group in multiple groups in the school.
- Coping with daily life and lessons.
- Addressing the Problems of health and safety.
- Looking forward to the future with hope and the finding meaning of life.
- The formation of daily good habits.
- Developing positive personal relations.
- To help students understand the meaning of the grade tasks of the (tub an) cleaning and other tasks and absorb the importance of the work together.
- The use of the school library.
- Live Healthy emotional and physical security.
- The School Food planning on the basis of "Nutrition Education" (Shoko Eco) and the development of desirable Eating Habits.

**Through the grade unity, there shall be teachers’ encouragement to do:**

- The Organization of the activities that help students to build positive relationships: with each other and the life of the grade to be more satisfying.

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- To encourage students to enjoy a positive behavior toward daily life and learning.
- Cooperation to make grade life more satisfying.
- The Organization of the activities encourages students' doing effort to confront problems of daily life and in their studies.
- Help students to build relations based on mutual trust and support and making grade life of the school, more indispensable and contentment.
- Organization of the activities encourages students and makes them reluctant to make their best of what they have to deal with the daily life of schooling.

**The activities of the student council aim at:**

- Constituting positive relations and help the students to contribute to the development process of the school life being members of the group.
- Acquiring an overview that keeps them to face the various challenges together and to implement their ideas.
- All members of the school students to enrich and to improve the school life.
- The planning and management of student councils.
- The interaction and cooperation between groups of mixed ages.
- To work cooperatively in the school activities.

**Clubs activities aim at:**

- Formation of positive relationships and encourage the development of distinguished individuals.
- Students acquire for a positive behavior and motivated for cooperation to contribute to the improvement of the club whom they belong to.
- Cooperation between students of various ages and classes who have the same concerns.
- Interaction and enjoy with the activities which they love and caring by everyone at different ages and grades.
- Club planning and management.
- Enjoy with the club activities.

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- Production and presentation of results to the others.

**The school events aim at:**

- Formation of positive relationships and helping students to develop a sense of belonging and communicate with others in the group within the team sense.

- To encourage students to be enthusiastic about working together toward the development of the quality of school life.

- Harmony between all school students at different stages and the diversity.

- Providing opportunities for students to participate in experiments that improve the quality of school life.

**Festival events aim at:**

Providing a meaningful variety for the school life to renew the significant turning points and provide the students with experiment of spiritual sense and alleviation to move to a new life stage.

**Cultural events aim at:**

Providing the students with the opportunity to present regular learning events for the motivation enhancement to be interested with culture and arts.

**School event concerned with Health and Safety and physical education:**

These events help students to be interested with these matters, and how to act safely and follow the public rules as the events help developing the sense of responsibility and back to back participation to improve the physical fitness.

**Events of school journeys and camping aim at:**

It helps students to try life of a different environment to let them to practice positive experiences in the team life (Cooperation with the others).

**Events related to voluntarily social work aim at:**

It let the students to feel with happiness experience to develop the participation spirit through the social work.

**Developing lessons and contents plans:**

We should pay attention to the following points:

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While preparing the total plan of the TOKKOBESETTO and KATTSODO and the annual plan for each activity and event, school has to provide flexibility to be creative. It has to help implementing their ideas, rather than connecting the contents with the academic materials and learning foreign languages activities.

Teachers have to provide students with opportunities of how to think through grade activities for the way to live their life now and in the future.

Encouraging teachers through “Clubs’ activities” to think on school and society needs and inserting students’ concerns towards planning for the moral education objective and to consider the relation between the TOKKOBESETTO and moral education and other classes by the teachers.

Teachers shall provide suitable support for the guidance content to be considered that to let the students engaged in the event of the motivating activities, independent through “grade activities” or Clubs’ activities” or students’ association activities, so it has to give teachers a lot of opportunities to discuss how to improve the grade society that may give the chance for students to set their private rules to build good human relations.

Encouraging teachers to concentrate on the guidance content that suits each stage, in addition to providing a good grade management and deepen their understanding around each student.

As for “school events” teachers encouraged to concentrate on the major events and its contents according to event type. They have to concentrate integrally through connection and events integration, and providing rich opportunities between the different groups’ ages and interaction between the young and the old and people of special needs and other categories in application stage. Teachers have to provide high quality activities in an open air. Teachers must have a great imagination in order to analyze what they experienced with the children in words and present results on each other’s as an activity.

During the entry or graduation school festivals, shall raise the national flag and to sing the national anthem is sung for its importance.

### **Education system in Japan and Egypt:**

Music is the cognitive emotional system that forming composition of the educational concepts and the acquisition of various musical skills, as Plato said, global civilizations cared with as an item to develop the society behavior.

Specific Educational institutions were concerned with music education to upgrade the play skills levels for the beginners through an education concept suits age requirements we live in, by achieving institution’s objectives by acquiring the basic performance skills to play the scientific

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content that suits the students' sensual abilities by the use of the strategic teaching methods that have a positive effect on the educational process.

The Japanese education system was introduced to Egypt on the basis of the visit of Mr. Abdul Fattah al-Sisi to Japan. The study was announced but postponed due to delays in the system.

- Education Center in Egypt: to modify the system but the density increases in terms of population and increase children and the lack of clarity of vision.
- Development of the education system, which includes (student - curriculum - teacher - school - form of the buildings themselves).
- Ministry philosophy: the curriculum is very large - the book is one of the causes of the system delay.
- Young leaders who traveled to Japan must be developed.
- Curriculum that is applied in large size and there are no basic standards.
- Academic information in the content of the curriculum is more than 90%.
- National standards for kindergartens - in contrast to nurseries that are not subject to social affairs and there is no relationship between the ministry and social affairs.
- Japanese schools will add a new philosophy by teaching behaviors and imitating the people themselves through the system.
- The system - There is no bell - Teacher qualification and acknowledgment by the Japanese system.
- The system in Japan the poor learns as rich.
- Development of books and methods of circulation for children are randomly and not following the ministry.
- A large number of graduates of the Faculty of Education - but private schools appoint teachers from other disciplines (teacher of the notebook).
- The operation of graduates of faculties of education in all specialties.
- Standardization of curricula.
- Achieving curriculum - developing the form of the book.
- Attention to behaviors - buildings are not well exploited.
- Some public schools are stacked and there is no movement for the child. About 55 schools in the Arab Republic of Egypt have been established by the modern Japanese system, the start of the school will be announced again.

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