



The need to bring up social-emotional competence in learning instruction

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Abstract

In Japanese schools, teachers are responsible for student guidance (life guidance) as well as academic guidance. However, many teachers in Japan tend to think that student guidance is only for students with problems such as bullying, violence, and truancy, and that it is to help them solve their problems.

However, the 2017 revision of the Courses of Study, the government's curriculum standards, clearly states that it is important to enhance student guidance while relating it to academic guidance. In addition, the revised "learning guidance" was revised to "student guidance."

In the revised Courses of Study, three pillars of qualities and abilities to be nurtured by students are indicated, and among the three ("knowledge and skills," "ability to think, judge, and express," and "ability to learn and human nature"), "ability to learn and human nature" is defined as non-cognitive. In other words, it has been shown that the non-cognitive abilities (socio-emotional abilities) of students should be nurtured in the learning guidance scene.

From this, we can conclude that the aforementioned "student guidance should be enhanced in relation to academic guidance. The phrase "student guidance" in the revised Guidelines for the Course of Study can be rephrased as "nurturing non-cognitive abilities," and we believe that such an expression is more in line with what the revised Guidelines for the Course of Study call for.

In this presentation, we will discuss the position of student guidance in the revised Courses of Study, and the necessity of nurturing non-cognitive abilities (socio-emotional abilities) in the context of academic guidance. Then, based on the direction that student guidance in Japan is essentially aiming for and the challenges it faces, I made specific proposals for the future of faculty training on aspects of student guidance.

1 Background of the Study

Schools in Japan are both a "place of learning" and a "place of life" for students. Therefore, teachers' guidance has both learning guidance and student guidance (life guidance) aspects, and it is no exaggeration to say that all the guidance that teachers give to students minus learning guidance is student guidance. In general, Japanese teachers tend to think that student guidance only targets students with problems such as "bullying," "violence," and "truancy," and works to solve these problems. This can be inferred from the fact that many of the courses offered by prefectural and other educational centers on student guidance have been focused on dealing with problems. In 1975, when juvenile delinquency was becoming a social problem, the position of "chief student guidance counselor" was established as the head of the ministry in junior high and high schools, and this is thought to be one of the factors that led to the image of student guidance as a way to deal with problems.

However, the 2017 revision of the national curriculum standards, the Courses of Study, clearly states that "student guidance should be enhanced in relation to academic guidance. This means that the curriculum and student guidance should be linked. This is based on the idea that it is important not to separate learning guidance and student guidance, but to enhance them by relating them to each other. Learning guidance, which is the most common form of school education, also includes many perspectives on student guidance. Specifically, not only classroom discipline, but also encouraging students to develop non-cognitive abilities (socio-emotional abilities), such as motivation to learn, is an aspect of student guidance, even if it is in the context of academic instruction.

However, as mentioned above, Japanese teachers tend to perceive student guidance as an approach to solving problems only for students who are suffering from issues such as bullying,



violence, and truancy, so they tend to separate learning guidance from student guidance. Therefore, there is a strong tendency to separate learning instruction from student guidance.

2 Objectives of the research

(1) To confirm the position of student guidance in the (elementary and junior high school) "Courses of Study" revised in 2017 (Heisei 29), and the necessity of fostering non-cognitive abilities (socio-emotional abilities) in learning guidance situations.

(2) Based on the direction that student guidance in Japan is originally aiming for and the challenges it faces, we will make specific proposals for the future of training for teachers and staff regarding the aspect of student guidance in learning guidance. Therefore, the objectives of the research are twofold.

3 Positioning of student guidance in the Courses of Study

First, based on the revised Courses of Study, we will review the position of student guidance in school education and the necessity of enhancing student guidance in relation to academic guidance.

(1) What are the three elements of learning?

The Guidelines for the Course of Study, revised in 2017 (for elementary and junior high schools), set forth three pillars of qualities and abilities (the so-called "three elements of learning") to be developed in students. The three pillars are "knowledge and skills," "ability to think, judge, and express," and "ability to learn and human nature," of which "ability to learn and human nature" can be described as non-cognitive ability (socio-emotional ability).

Fig.1 .

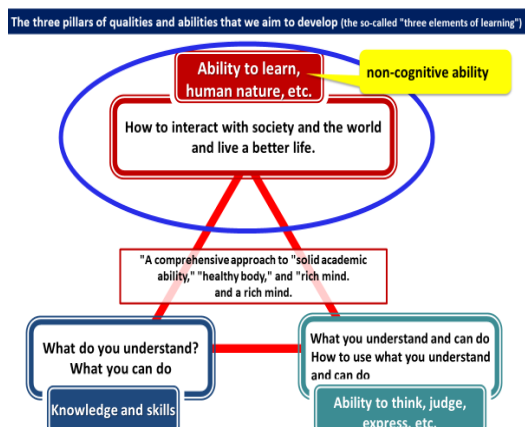
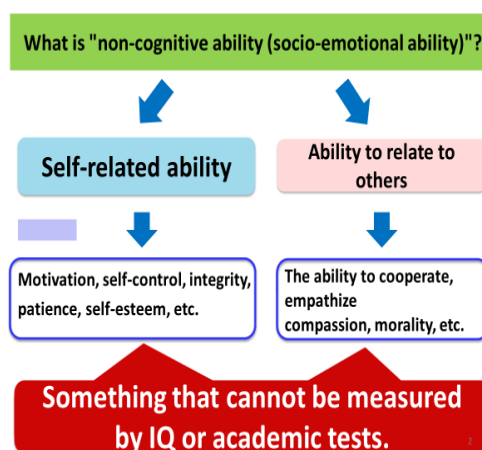


Fig.2.



(2) What is non-cognitive ability (socio-emotional ability)?

Non-cognitive abilities (socio-emotional abilities) are divided into two categories: "abilities related to oneself" such as motivation, self-control, and self-affirmation, and "abilities related to others" such as cooperativeness and compassion. This is a concept advocated by the OECD and other organizations. However, the need to develop these skills was not first mentioned in the revised Courses of Study, but has been clearly stated in the Basic Education Law, Article 6 (School Education), Item 2 (see below). It has been clearly stated in Article 6 (School Education) No. 2 of the Fundamental Law of Education for a long time (see below): "School education shall be conducted with emphasis on the discipline necessary for school life and the motivation of those who receive education to engage in learning voluntarily.



(3) Non-cognitive abilities develop cognitive abilities

Nobel laureate Heckman et al. analyzed a long-term follow-up study in the United States (CNLSY7 9) in the U.S., and concluded that non-cognitive abilities promote the subsequent development of cognitive abilities, while the opposite cannot be confirmed.

In other words, if motivation to learn increases, it is likely to lead to subsequent academic achievement, but even if academic achievement increases, it does not necessarily lead to subsequent motivation to learn.

Fig.3.



This suggests that, first of all, it is important for children to develop non-cognitive skills such as motivation. Japanese school teachers understand from experience that when motivation to learn increases, academic performance improves. In other words, teachers are unconsciously aware that non-cognitive skills are the foundation of learning instruction.

(4) Improving student guidance in relation to the Courses of Study

In the revised Courses of Study, Chapter 1, General Provisions, Section 4, "Support for children's (students') development" clearly states the following

In the revised Guidelines for the Course of Study, Chapter 1, General Provisions, Section 4, "Support for children's (students') development" clearly states the following: "In order to enable children (students) to realize their own existence, form better human relationships, and achieve self-fulfillment in the present and the future while leading a meaningful and fulfilling school life, efforts should be made to deepen understanding of children (students) and to enhance student guidance while linking it to academic guidance. *Underlined parts are by the presenter

In this case, the phrase "student guidance" can be rephrased as "fostering non-cognitive abilities," which would be more in line with what the revised Courses of Study call for. If so, it is no exaggeration to say that student guidance is the foundation of academic guidance.

4 Directions and Challenges for Student Guidance in Japan

(1) Significance of student guidance (direction)

In Chapter 1, Section 1-1 "Significance of student guidance" of the Compendium of Student Guidance (Ministry of Education, Culture, Sports, Science and Technology, 2010), which provides guidelines for student guidance in Japan, it is stated that "In each school, student guidance should be provided to promote the sound growth of each individual student both within and outside the curriculum, and to encourage students to take responsibility for their own actions and to develop their own abilities. In Section 1, Chapter 1, Section 1, "Significance of Student Guidance" of the "Guidelines for Student Guidance" (Ministry of Education, Culture, Sports, Science and Technology, 2010), it is clearly stated that "Each school needs to further enhance student guidance throughout the educational activities of the school, based on the positive significance of student guidance, which aims to promote the sound growth of each individual student both within and outside the curriculum, and to develop self-direction skills for students to achieve self-fulfillment in the present and the future. This is clearly stated. In this way, the positive significance (direction) of student guidance has been consistently stated before.

(2) Issues in student guidance



However, the concept that student guidance is mainly about dealing with children's problems has not been dispelled. This can be attributed to the fact that the content of student guidance training conducted by the government and local governments is designed to solve problems, such as "dealing with bullying and truancy.

In addition, when you look at the study plan for each subject in elementary, junior high, and high schools, you will find that the goal of "What kind of children will be nurtured through this subject? In addition, when we look at the study guide plans for each subject in elementary, junior high, and high schools, we find that they do not include the perspectives of student guidance and student understanding in the goal section, "What kind of children will we nurture through this subject?"

5 The Future of Student Guidance Training (Proposal)

In order to solve the aforementioned problems of student guidance, the following suggestions are made regarding the nature of student guidance training conducted by the national and local governments.

(Proposal)

Incorporating the perspective of student guidance into each training program

Based on the aforementioned significance (direction) of student guidance, student guidance should not be provided by specific teachers and staff to specific students only, but by all teachers and staff to all students. If this is the case, I would like to propose that the perspective of student guidance be incorporated not only in training for managers, but also in training for chief academic officers and academic advisors (in each subject).

This will not only lead to a shift away from the problem-response approach to student guidance, in which student guidance is carried out mainly by those in charge of student guidance, but will also lead to a change in the mindset of all teachers and staff that student guidance is part of academic guidance. We believe that this will lead to the "enhancement of student guidance in academic guidance," as required by the revised Courses of Study.

Specific suggestions for this purpose are as follows

Proposal

Eliminate student guidance training for faculty and staff, and include the perspective of career education along with student guidance in all training provided to faculty and staff.

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