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**Applied Subjects in General Secondary Education  
in Egypt in the Light of Some of the Modern  
International Approaches  
“An Analytic Study”**

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# **Summery**

## **Applied subjects in the general secondary education in Egypt in the light of some of the modern international approaches**

### **“An analytic study”**

#### **Introducation:**

Professionaliting the general secondary education and providing its students with the applied studies that qualify them to the practical life in the society are becoming a necessity. This due to that education needs a new formula with which it can overcome and go beyond the recent picture that is interested in preparing the students to the university and can also add new dimensions to it that link the students with the requirements of work and development and provide them with the skills and attitudes necessary for work both qualitative and quantitative.

#### **The Problem of the Research:**

It lies in the following main inquiry:

What is the proposed image for the applied subjects in the general secondary education in Egypt in the light of some of the modern international approaches?

Out of this main inquiry, there are some sub-inquiries which are:

- 1-What is the reality of teaching the applied subjects in the upper secondary education in Japan?
- 2-What is the reality of teaching the applied subjects in the high scondary education in England?
- 3-What is the historical development of teaching the applied subjects in the general secondary education in Egypt?
- 4-What is the reality of teaching the applied subjects in the general secondary education in Egypt?
- 5-What are the similarities and differences between teaching the applied subjects in the general secondary education in Egypt and its counterparts in Japan and England?
- 6-What is the proposed image for teaching the applied subjects in the general secondary education in Egypt?

#### **The Aims of the Research:**

They are represented in the following points:

- 1-Making use of the strength points that might result from the experiences of Japan and England as developed countries and as being of the first countries that professionalized the general secondary education in them, in addition to considering them as main bases from which this study tries to develop the applied subjects and overcome the obstacles of teaching them in the general secondary education in Egypt in the light of its culture.
- 2-Following up the previous experiences in the field of professionalizing the general secondary education in Egypt and adding the professionalization to it through studying the historical development of teaching the applied subjects in the general secondary education in Egypt.
- 3-Determining the recent obstacles that faces teaching applied subjects in the general secondary education in Egypt through studying the recent image of these subjects with the aim of improving and developing them.
- 4-Trying to reach a proposed image that can be used to develop applying these subjects and overcome the obstacles that face teaching them in the general secondary education in Egypt.

### **The Importance of the Research:**

This research is important because of the following considerations:

- 1-The applied subjects play an important role in achieving one of the aims of the general secondary education in Egypt; that is preparing the students to the practical life in society. Hence the importance of the research lies in recognizing the reality of these subjects inside the general secondary schools and knowing the obstacles that stand in their way to achieve their goal in addition to trying to reach a formula that can be used to overcome these obstacles. This formula should have integration, inclusiveness and technological expansion in the different fields of the labour market.
- 2-This study represent an attempt to keep in touch with the general approach that emphasises the importance of reforming the general secondary education and assessing its programs with the aim of linking this education to the conditions of the society and the world of labour and production. This due to that education's role is no longer limited to preparing its students to join university but it represents a connection between the individual and his society through the integration and interaction between what school

presents including the academic, scientific, technical and professional programs on one hand and the requirements of the comprehensive development in society on the other. This is because this education is a finished stage for those who can't join the university.

3-The importance of the research comes from the importance of the secondary stage itself because it comes in a middle position between the primary education and the high education. It represents a stage in which students are directed to become adult and responsible gradually. This is also the period during which they gain the knowledges , skills and abilities which they need to when they're being prepared to life with its various aspects. This means that it is a stage of general knowledge and life education and of the serious preparation for citizenship.

### **The limitations of the Research:**

#### **A-The objective Limits: The limits of the research of the reality of the applied subjects in the countries of the study are:**

- 1-An entry to the general secondary education.
- 2-The aims of teaching the applied subjects in the general secondary education.
- 3-The plan of the study in the general secondary education and the position of the applied subjects in it.
- 4-The curricula of the applied subjects in the general secondary education.
- 5-Work experience of the students and the graduates of the general secondary education.
- 6-The teachers of the applied subjects in the general secondary education.
- 7-The physical preparations related to the applied subjects in the general secondary education.
- 8-Assessing the students of the general secondary education in the applied subjects.

**B-The stage limits:** Which refers to the general or the academic secondary education only.

#### **C-The countries that represent the field of the study:**

The research was limited to studying the reality of teaching the applied subjects in the general secondary education in Egypt, Japan and England.

### **The Method of the Research:**

The researcher used the comparative method with its three aspects: description, analysis and interpretative comparison . She also used the historic method with analysis and interpretation in studying the historic background of the development of teaching the applied subjects in the general secondary education in Egypt.

### **The Tools and Resources of the Research:**

The researcher used questionnaire, (open) interviews and observation with no participation in carrying out the field study.

The research depended on various sources including formal documents, reports, conferences, symposia, specialized scientific periodicals, scientific dissertations and researches, books and references and the arabic and foreign print that are available on the topic of the recent research.

### **The Steps of the Research:**

*It included the following steps:*

**\*The First Chapter:** “The general frame of the research”. This chapter included determining the general frame of the research including the introduction, the problem and the aims of the research and its importance, the limits and the expressions of the research, the method, the tools, the previous studies and the steps of pursuing this research.

**\*The second Chapter:** “The reality of teaching the applied subjects in the upper secondary education in Japan”. It includes a study of this reality including the position of the upper secondary education stage in the whole circle of the Japanese education, the aims of teaching the applied subjects in the upper secondary education in Japan, the plan of the study in the upper secondary education and the position of the applied subjects in it, the curricula of the applied subjects, the work experience of the students and the graduates of the upper secondary education, the teachers of the applied subjects and the physical preparations related to these subjects and the techniques of assessing the students in these subjects. This chapter also includes the cultural forces and factors that affect the upper secondary education in Japan in general and the reality of teaching the applied subjects in it in particular.

**\*The Third Chapter:** “The reality of teaching the applied subjects in the high secondary education in England”. This chapter includes the study of this reality from the same axes that were handled in the second chapter in addition to studying the cultural forces and factors that affect the high secondary education in England in general and the reality of teaching the applied subjects in it in particular.

**\*The Fourth Chapter:** “The reality of teaching the applied subjects in the general secondary education in Egypt and its historical development”. This chapter is divided into two parts, The first is a study for the development of teaching the applied subjects in the general secondary education in Egypt since the very beginning of this kind of education till now. The second is a study for the reality of teaching these subjects in the general secondary education in Egypt nowadays from the same axes handled in the second and third chapters.

**\*The fifth Chapter:** “The field study, It’s procedures and results”. This chapter consists of two parts, The first is about the procedures of the field study and the second is about its result. These results were presented and analyzed through six axes which are: The aims of teaching the applied subjects, the plan of study in the general secondary education and the position of the applied subjects in it, the work experience of the students and the graduates of the general secondary education, the teachers of the applied subjects in the general secondary education, the physical preparation related to the applied subjects in the general secondary education and assessing the students of the general secondary education in the applied subjects.

**\*The sixth chapter:** “A comparative analysis of the reality of teaching the applied subjects in the general secondary education in Egypt, Japan and England”. It includes determining the similarities and differences between the reality of teaching the applied subjects in the general secondary education in 3 countries of the study in the light of the cultural forces and factors that affect each of them in order to make use of the experience of Japan and England in developing the application of these subjects and overcoming the obstacles that stands in the way of teaching them in the general secondary education in Egypt.

**\*The seventh Chapter:** "A proposed image for the applied subjects in the general secondary education in Egypt". This chapter present the results of the research that came out of both the theoritical and field studies of the reality of teaching the applied subjects in the general secondary education in Egypt. Then there is a proposed image of these subjects according to some axes which are: the main sources of the proposed image , its aims, its procedures and requirements , carrying it out and assessing it.