

## THE COMPARATIVE ASPECTS OF SCHOOL EDUCATION SYSTEM IN KAZAKHSTAN AND SOUTH KOREA

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**Abstract:** The authors describe the comparative aspects of the school education system in Kazakhstan and South Korea. A brief review of the regulations in the school education system of Kazakhstan and South Korea is made, and various levels of the school education system are described. The authors present their ideas concerning use of international educational practice in development of the education system in Kazakhstan. They also describe the distinguishing parameters of South Korea school education and make recommendations to improve Kazakhstan school education system.

**Keywords:** Educational system; structure of school education, educational programs; levels of school education.

### INTRODUCTION

The 21<sup>st</sup> century will be remembered in the human history by fast development of globalization progress. In the period of globalization, the main goal of any country is to fully integrate into the world's science, knowledge and cultural space while keeping its own national features at the same time. Comparative pedagogical studies is of particular importance in the education system of Republic of Kazakhstan, which aims to form and develop an individual by considering world market demands and keeping the national model of teaching. In particular, it's necessary to study Kazakhstan education in comparison with the South Korean secondary education, which manages to maintain national education model and South Korea is also one of the most developed countries in the world.

The purpose of the research is to compare secondary education systems of Kazakhstan and South Korea based on the parameters and to develop recommendations on the application of experience and reformation of the system. The parameters of the comparison are selected as management principles, the structure of secondary education, courses taught.

### METHODS AND MATERIALS

We started the methodology of our study with the selection, setting and formulation of its goals and objectives. In the course of the study the following research approaches were used: a systematic approach, conceptual approach, historical, and pedagogical approach, etc.

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The sources of this research included:

- research publications dealing with education written by Kazakhstani and foreign scholars;
- laws, legal acts, concepts and programmes of the government;
- publications and reports with statistical data, national reports on Kazakhstani education;
- official web-sites of Kazakhstan.

## MAIN PART

### Comparison of the school education system in Kazakhstan and South Korea:

Not only Kazakhstan but also South Korea is one of the countries that aims to improve the quality of education and find their niches in the world education space in the 21<sup>st</sup> century. According to the results of international education quality research programs TIMSS, PISA, PIRLS, in the last decade South Korea is in the top 10 countries with the best education (Kusainov A., 2016).

In South Korea the “Ministry of Education” deals with all issues of education. The Minister of Education is appointed for 1 year by the President of South Korea. Koreans treat legislative acts in education sphere with great responsibility.

The secondary education system in South Korea is based on a 12-years education model. The 12-years education system consists of 3 stages: elementary, secondary and high schools (6+3+3=C12). Each stage of school, i.e. elementary, secondary and high are located in separate buildings. While 6-years elementary and 3-years secondary schools are obligatory and free of charge in South Korean education system, 3-years high school is paid. Free of charge schools include free books, school uniform, and free food. However, the usage of school uniform is also decided by the school administration. In most cases students don’t wear uniform at elementary and secondary schools, but it is compulsory at high schools. Let’s compare the characteristics of school secondary education in Kazakhstan and South Korea in the Table 1.

**TABLE 1: THE COMPARATIVE DESCRIPTION OF EDUCATION SYSTEMS OF KAZAKHSTAN AND SOUTH KOREA**

<i>School education system of Kazakhstan</i>	<i>School education system of South Korea</i>
<i>Administration system</i>	
The issues of education in the RK are managed by the “Ministry of Education and Science”. The state policy in the education sphere of the Republic of Kazakhstan is managed by central and local executive bodies and education governing bodies. Scientific methodical management of educational organizations	The main issues of South Korean education system are governed by the Ministry of Education, Science and Technology. The education program of South Korea is approved by the Ministry of Education, Science and Technology. In order to make the content of education program understandable for general

<i>School education system of Kazakhstan</i>	<i>School education system of South Korea</i>
is controlled by central governing body. Management of educational organizations of the RK is carried in accordance with the RK law and typical programs of educational organizations.	education system managers, the authors of the education programs carry out explanatory activities.
<i>Secondary school education model</i>	
On the basis of Republic of Kazakhstan's education system development till 2010, secondary education consists of 3 stages: Elementary (1-4 grades), Secondary school (5-9 grades) Higher secondary school (10-11 grades) In accordance with state program for the development of education in the Republic of Kazakhstan for 2011- 2020 (in now new National Program for 2016-2019), strategic development plan "Kazakhstan - 2050" and other normative documents, it's planned to change the secondary education system to 12-years education model starting from 2016.	In South Korea secondary education system is based on 12-years education model. elementary (1-6 grades), secondary (7-9 grades) high school (10-12 grades) 12-years education system consists of 3 stages: elementary, secondary and high schools (6 + 3 + 3 = C12). Each stage of school, i.e. elementary, secondary and high school are located in separate buildings.
<i>Elementary school description</i>	
<b>Elementary school 1-4<sup>th</sup> grades:</b> In accordance with the Law "On education" chapter 4, article 16, the programs of elementary school are made to form the child's individuality, his personal skills, positive motivation to learning; along with reaching reading, writing, calculating, linguistic communication, creative self-presentation skills and behavior culture that will help to further master school education program. Subjects taught at elementary school are: – Language and literature; – Second language - Russian; – English; – Mathematics; – Natural science; – Human and society; – Arts; – Technology, – Physical education; – Music	<b>Elementary school 1-6<sup>th</sup> grades:</b> In accordance with the National education program of South Korea, the main goal of elementary school is to teach children basic academic and life competences. At the elementary school students: – develop personal mental and physical skills; – develop basic life skills and learn to express their thoughts and feelings with various communication forms; – students form their own interests; – learn to understand and value Korean history, traditions and cultural heritage; – lead a healthy lifestyle and respect the culture of the country. The list of obligatory subjects taught at elementary school: – Korean language; – Spiritual and human education; – Mathematics; – Social education "To live right"; – Science "To live wise"; – Practical education "Happy life";

<i>School education system of Kazakhstan</i>	<i>School education system of South Korea</i>
	<ul style="list-style-type: none"> <li>– Physical education;</li> <li>– Music;</li> <li>– Arts;</li> <li>– Foreign language (English)</li> <li>– Self-management activity;</li> <li>Additional elective courses</li> </ul>
<i>Secondary education system description</i>	
<p><b>Secondary school: 5-9<sup>th</sup> grades</b></p> <p>The education programs of secondary school aims to teach students basics of scientific system, to form in students high culture of interpersonal and interethnic relationships, to lead the individual's self-management and professional orientation. Comprehension of every subject ends at the secondary education stage. In the case of transferring to 12-years education system, the period of learning secondary school program will be 6 years. The branches of education taught at secondary school are:</p> <ul style="list-style-type: none"> <li>– Language and literature;</li> <li>– Mathematics and informatics; Natural sciences;</li> <li>– People and society;</li> <li>– Arts;</li> <li>– Technology;</li> <li>– Physical education;</li> </ul>	<p><b>Secondary school: 7-9<sup>th</sup> grades</b></p> <p>In the secondary education system the students continue to improve their academic and life skills along with developing personal qualities necessary to the citizen of a democratic country. At the secondary school grades, students develop:</p> <ul style="list-style-type: none"> <li>– improve linguistic culture, develop their ability to scientifically to express their opinion;</li> <li>– acquire competences and skills to correctly express their opinion and feelings to live and learn at the creativity level.</li> <li>– learn skills to define and substantiate professional growth filed;</li> <li>– To teach the respect towards historical and cultural heritage of Korea and to define the ways to maintain and develop in the future;</li> <li>– to understand and value democratic principles in life.</li> </ul> <p>There are 10 subjects in the National education program of Korea. The educational plan is guided by the rule of integrative teaching. The list of subjects taught at secondary schools (including additional elective courses) are:</p> <ul style="list-style-type: none"> <li>– Korean language;</li> <li>– Spiritual and humane education;</li> <li>– Social education “To live right”;</li> <li>– Mathematics;</li> <li>– Science;</li> <li>– Practical education;</li> <li>– Technical education/household economics;</li> <li>– Physical education;</li> <li>– Music;</li> <li>– Arts</li> <li>– Foreign language (English)</li> <li>Additional elective courses.</li> </ul>

<i>School education system of Kazakhstan</i>	<i>School education system of South Korea</i>
<i>High school description</i>	
<b>Higher secondary school 10-11<sup>th</sup> grades.</b>	<b>High school 10-12<sup>th</sup> school.</b>
The higher secondary school education program is compiled on the basis of analysis and integration of profile education by introducing natural sciences, mathematics and social-humanitarian branches, and professional orientation of education content.	According to National education program of Korea, the main goal of high school is to bring up an individual, who mastered life skills and competences that meet global demands. The students who graduate from high school is obliged to:
The general education preparation on all school subjects is completed. The students get the opportunity to consciously choose one education sphere and non-obligatory parts in basic plan. So students can deeper learn independent branches and conduct scientific research projects. At this stage students have various courses based on their needs, skills and cognitive interests.	<ul style="list-style-type: none"> <li>– improve their linguistic culture and mental abilities, to define the life values;</li> <li>– be able to make their own decision and conclusion in creative life;</li> <li>– learn the basic competences and skills necessary to find their future career path in accordance with their interests and talents;</li> <li>– keep and spread Korean cultural heritage at global level;</li> <li>– support human values at global level and develop national education;</li> </ul>
Students choose humanitarian, social-economic, physical-mathematical, biological-chemical, technical-technological and other branches in accordance with their cognitive interests and skills. Educational institutions (school, gymnasium, lyceum) offer various branches for students to choose according to its capabilities and social cultural environment peculiarities.	The list of subjects taught at 10 <sup>th</sup> grade at high school (additional elective subjects) is:
The education branches taught at higher secondary education school:	<ul style="list-style-type: none"> <li>– Korean language;</li> <li>– Spiritual and humane education;</li> <li>– Social education: History of Korea;</li> <li>– Mathematics;</li> <li>– Science;</li> <li>– Practical education;</li> <li>– Physical education;</li> <li>– Music;</li> <li>– Arts</li> <li>– Foreign language (English language)</li> </ul>
Language and literature;	Education program of 11-12 grades students is fully made on the basis of additional elective subjects
– Mathematics and informatics; Natural science;	
– People and society;	
– Arts;	
– Technology;	
– Physical education	

As we see from the table there are some differences and similarities between Kazakhstan and South Korean secondary education due to social, economic and historical peculiarities.

In the next part of our research, we compare the education fields in education standards of two countries (Table 2).

**TABLE 2: THE DESCRIPTION OF EDUCATION FIELDS IN SECONDARY EDUCATION SYSTEM ACCORDING TO THE EDUCATION STANDARDS OF KAZAKHSTAN AND SOUTH KOREA**

Kazakhstan school educational direction in accordance with state educational standards				National High School Elective Curriculum of South Korea	
No.	Education branches	Obligatory subjects taught at different grades	Subjects	Elective Courses	
1	Language and literature	“Grammatical reading, writing”, “Kazakh language”, “Kazakh literature”, “Russian language” (for Kazakh schools) and “Russian language”, “Russian literature”, “Kazakh language” (for Russian schools), “English language”	– Korean Language – Moral Education	Speech Communication (6), Reading (6), Writing (6), Grammar (6), Literature (6), Media Literacy (6), Ethics in Modern Life (6), Ethics and Thoughts (6), Traditional Ethics (6)	
2	Mathematics and informatics	“Mathematics”, “Algebra”, “Algebra and analysis”, “Geometry”, “Informatics”	– Social Studies	Korean Geography (6), World Geography (6), Economic Geography (6), Korean Cultural History (6), Understanding World History (6), East Asian History (6), Law and Society (6), Politics (6), Economics (6), Society and Culture (6)	
3	Sciences	“Natural science”, “Geography”, “Biology”, “Physics”, “Chemistry”.	– Mathematics – Science – Technology and Home Economics	Applied Mathematics (6), Mathematics I (6), Pre-Calculus and Pre-Statistics (6), Mathematics II (6), Integration and Statistics (6), Geometry and Vector (6), Physics I (6), Chemistry I (6), Life Science I (6), Earth Science I (6), Physics II (6), Chemistry II (6), Life Science II (6), Earth Science II (6), Agricultural Life Science (6), Engineering Technology (6), Home Economics (6), Enterprise Management (6), Ocean Science (6), Information (6)	
4	People and society	“The history of Kazakhstan”, “The world history”, “Human. Society. Right.”, “Self-knowledge”.	– Physical Education	Exercises and Healthy Life (4), Sports Culture (4), Sports Science (6)	

Kazakhstan school educational direction in accordance with state educational standards			National High School Elective Curriculum of South Korea	
No.	Education branches	Obligatory subjects taught at different grades	Subjects	Elective Courses
5	Arts	“Music”, “Fine arts”.	– Music – Fine Arts	Music Performance (4), Music and Society (4), Understanding Music (6), Art in Life (4), Art Appreciation (4), Art Production (6)
6	Technology	“Labor training”, “Drawing”, “Technology”.	– Foreign Languages	English I (6), English II (6), Practical English Conversation (6), Advanced English Conversation II (6), English Reading and Writing (6), Advanced English Reading and Writing (6)
7	Physical education	“Physical education”, “Basic military training”.		German I (6), German II (6), French I (6), French II (6), Spanish I (6), Spanish II (6), Chinese I (6), Chinese II (6), Japanese I (6), Japanese II (6), Russian I (6), Russian II (6), Arabic I (6), Arabic II (6)
8			– Chinese Characters and Classics – Liberal Arts	Chinese Characters and Classics I (6), Chinese Characters and Classics II (6), Our Life and Philosophy (4), Life and Logic (4), Life and Psychology (4), Life and Education (4), Life and Religion (4), Life and Economics (4), Safety and Health (4), Career and Occupation (4), Environment (4)

As we see from the Table 2, there are mainly obligatory subjects in accordance with the education field in Kazakhstan education standards. That means, at Kazakhstan schools students have a little opportunity to choose in accordance with the education field. While in the system of Korean education the program of elective courses is used widely

This means that even though there are only 8 obligatory education fields in Korean education system, there are a lot of elective courses offered along with them. For example: the obligatory “Social sciences” offer such subjects as: “Korean geography”, “World geography”, “Economic geography”, “Cultural history of Korea”, “World history studies”, “Rights and society”, “Sociology”, “Culture” and “Society”. Korean students have a right to choose the subjects that meet their interests.

In addition, in the system of secondary education of South Korea “English language” is taught between 1<sup>st</sup> and 12<sup>th</sup> grades. The difference between “English language” taught at Kazakhstan education system, they have different types of English language (Akimzhanova G, 2005). For example: rules of English language, English communication, English writing, reading, listening and etc. The education program for English language is compiled separately as the part of secondary education program. In the system of state secondary education program only “English language” is conducted in English and other subjects are conducted in Korean language.

### **The Issue of Textbooks Provision at Kazakhstani and South Korean Schools**

In the period of 2001-2004 within the framework of Kazakhstani state policy on education, Kazakhstan continued to publish textbooks for secondary education schools based on a national model. In Kazakhstan school students receive school textbooks for free however the works on improving the content of textbooks are still being carried out. In South Korea the issue of textbook provision and the content of books are well addressed. In 2000s Korean schools used to make the decision on which textbooks to use in the process of education within the schools. However, nowadays according to the education policy of the country, subject literature for school students is strictly monitored by the government. The content of textbooks for South Korean school students and methodological instructions for teachers are assigned by the government and freely distributed to schools. Textbooks for South Korean schools are published only in Korean language. The content of school books are made under national model, i.e. pictures in the textbooks, texts, stories, poems aim to fully describe the historical characteristics of Korean people, to enrich the spiritual humane world and develop their intellectual potential.

All textbooks and methodological materials aimed at teaching school subjects, are focused on personal development and consistent to the level of training tasks.



They correspond to the didactic principle of communication theory and practice. A feature of the textbooks on the humanitarian subjects in Korea is the inclusion of additional material besides the main part, with a deep knowledge of Korean, their history, and characteristics.

While Russian language schools in Korea operate on the basis of Russian education plan with the support of Russian Federation, international schools that teach in English use the American or British programs. For comparison, in Kazakhstan all schools with teaching in Russian language are at the Kazakhstan state standards. The exception is the schools of the city of Baikonur (where the spaceport is situated). However, there are private schools, e.g. Haileybury, Miras International School where teaching is in English and based on UK programs.

The ICT which is being actively used in secondary education in Kazakhstan is widely used in South Korean schools. In addition, Education 3.0 technology and Flip teaching method are used in education process.

### **DISCUSSION: THE SURVEY OF EDUCATION MANAGERS**

In the educational system within the framework of “Trilingual policy” of the Republic of Kazakhstan, the interview on conducting humanitarian subjects in English language took place.

The experimental basis of the research was the republican institution “Orleu” that engaged in professional development of management and scientific-pedagogical workers of education system of the Republic of Kazakhstan. 100 education managers of public and private schools from various regions of Kazakhstan took part in the survey. 40 teachers were from private schools, while 60 teachers were from public schools (Yelbayeva Z. & Mynbayeva A., 2017).

RQ. The teachers’ opinion on teaching all humanitarian subjects of senior classes in English.

According to the results of interview almost all private school managers, about 98% thought that it’s right to teach humanitarian subjects of high school students in English. They connect their choice with the following reasons:

- First of all, it’s the demand of a globalization process
- Secondly, among the world science and international languages, English language holds the first place;
- Lastly, most of school graduates aspire to study at foreign higher education institutes in the future and etc.

Compared with the managers of private schools, 47% of public school teachers express their disagreement with the idea of conducting high school subjects in English. They list the following reasons:

If all humanitarian subjects at high school will be conducted in English, the authority of Kazakh language might decrease at schools and overall in the country;

The wrong introduction of English language in the process of Kazakhstan education;

The necessity to conduct the humanitarian subjects like “History of Kazakhstan”, “Kazakh literature”, which are the part of cultural heritage in Kazakh language and etc.

Even though the opinions of education managers about “conducting the high school humanitarian subjects in English” are different, we think that teaching most of high school humanitarian subjects in English are the demand of the globalization.

According to an anonymous interview with a South Korean school teacher “S”, *Korean schools have both advantages and disadvantages*. The advantages are that at any level of Korean school the content of knowledge is tightly connected with practice, i.e. biology, chemistry classes are provided with necessary equipments and schools are set to meet modern demands. Famous people are often invited to schools to lecture, schools children engage in project works in different spheres and etc. In teacher “S”’s opinion: *“one of the main drawbacks of Korean schools the exams to pass from one level to another are very difficult and students are obliged to know lots of additional information not included in education program”*.

## CONCLUSION

In conclusion, to improve secondary education system, Kazakhstan, which aims to integrate into the global education space, it’s important to analyse advanced experiences in South Korean education program.

Analysis of information sources about South Korean secondary education system (literature, education program, methodological instructions for teachers, etc.) and monitoring the process of secondary education system in South Korea allowed to define its following advantages:

- general goals and goals for each school level are made based on national values of Korean people;
- the content structure of education program and the period of its realization are set clearly;
- the competences that will be acquired by the school students at every level of secondary education system are distinctly defined;
- the clear indicators of secondary education quality and assessment of student performance are determined;
- elective subjects are specified in education program;
- secondary education system is sponsored by state (GDP 17,4%) and private sponsors (companies such as Samsung, Lotte and KAIST–center etc.);

- schools are equipped with the newest ICT and education supplies;
- schools teachers' authority is very high;
- there are special methodological instruction for school teachers;
- education program used in secondary education system is written understandably and complied in accordance with high methodological demands;

In the period of globalization the aim of any state is to find its place in the world education, science and culture space while maintaining and developing its own national features. That's why it's important for a state to study advanced experiences of other developed countries and correct its defects.

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