

3. Cultural issues about doing business in Nigeria: case study for Thurmo Oy. Chidiebere Ogbonna. Available at: Chidiebere\_Ogbonna.pdf
4. Business culture in Ukraine. Availavle at: <https://globalmarketinganya.wordpress.com/2012/05/15/business-culture-in-ukraine/>
5. Nigerian oil industry and the relevance of OPEC to Nigeria//Ibrahim Babalola Olayinka. Available at: [https://www.academia.edu/15567394/Nigerian\\_Oil\\_Industry\\_and\\_the\\_Relevance\\_of\\_OPEC\\_to\\_Nigeria\\_Ibrahim\\_Babalola\\_Olayinka](https://www.academia.edu/15567394/Nigerian_Oil_Industry_and_the_Relevance_of_OPEC_to_Nigeria_Ibrahim_Babalola_Olayinka)
6. Hofstede Insights Index. Available at: <https://www.hofstede-insights.com/country-comparison/nigeria,ukraine/>
7. Embassy of Ukraine in the Federal Republic of Nigeria. Available at: <https://nigeria.mfa.gov.ua/ua/ukraine-ng/trade>
8. Business Doing Index report 2019. Available at: [http://www.worldbank.org/content/dam/doingBusiness/media/Annual-Reports/English/DB2019-report\\_web-version.pdf](http://www.worldbank.org/content/dam/doingBusiness/media/Annual-Reports/English/DB2019-report_web-version.pdf)
9. Harbar R. 22 facts about Nigeria that can help Ukrainians open business there <https://day.kyiv.ua/en/article/society/22-facts-about-nigeria-can-help-ukrainians-open-business-there>
10. Official site of Embassy of Ukraine in the Republic of Nigeria. Available at <https://nigeria.mfa.gov.ua/en/ukraine-ng/>

**Manykian I.**

*Student of Master's Degree Course*

*Kyiv National Economic University named after Vadym Hetman*

## **THE VALUE OF EDUCATION FOR YOUNG GENERATION IN SOUTH KOREA**

**Abstract.** *The present article describes the cultural and historical background of the current educational trends in South Korean youngsters group. The core analytical data is presented also, to demonstrate the tendencies, obstacles and forecasts on the issue of growing interest in education amogst the youth. The aim of the article is to analyze the position of South Korea amidst Asian countries as a country for «brain» migration.*

**Анотація.** *Дана стаття описує культурне та історико-політичне підґрунтя сучасних тенденцій в сфері освіти серед південнокорейського підростаючого покоління. Також представлені основні аналітичні дані, аби продемонструвати тенденції, перешкоди та прогнози щодо зростання інтересу до освіти серед молоді. Метою статті є проаналізувати позицію Південної Кореї серед азіатських країн, як потенційної країни для «міграції умів».*

**Key words:** *Korean youth, Korean education, social status in South Korea, hierarchy, innovations in educational sysytem in South Korea, trends in South Korean education.*

**Ключові слова:** *корейська молодь, корейська освіта, соціальний статус у Південній Кореї, ієрархія, інновації в системі освіти Південної Кореї, тенденції в південнокорейській освіті.*

**Statement of the problem.** In the highly rated and even overrated perspectives of globalized society, the today's world is quite a borderless space, where the systems are being combined, newly shaped and innovated. Such systems as labour and education are subject to changes the most. The new methods of education and further creation of

adjusted workplaces lead to a substantial gap in the social statuses rank, wealth of the countries and other publicly important spheres. Nowadays, the youth of countries of the 3<sup>rd</sup> world (and Ukraine is not an exception), having an opportunity to observe such changes through the Internet resources, sees the widening range of opportunities for educational migration with a plan to stay overseas and gain the prosperous life. Being upbrought in the values of digital society they pick the most civilized and both culturally accustomed countries, such as Canada, Scandinavian countries, Japan, Singapore, China and South Korea for their career pursuance. However, being quite promising on the one hand, these countries are known for the exsisting «education race» on the other hand. Therefore, the representatives of other cultures have very little room to arrive. So is South Korea really the loyal country for a new member of its society? This article and the data presented shall answer this question.

**Analysis of recent research and publications.** South Korea has not always attracted the interest of scientists, as it was tightly connected to the political concept and values, but with its cultural and now authentic features being shown and with the ongoing implications of innovative technologies it has become one the most observed «young-society» Asian country. Thus, it was researched by: Kaleniuk I. *Education of the Republic of Korea in the context of the strategy of social development*; Csizmazia Roland A., Jambor Paul Z. *Korean Higher Education on the Rise: Time to Learn From the Success - Comparative Research at the Tertiary Education Level* and his 10 works on this subject; Kim Terri *Internationalisation of higher education in South Korea: Reality, rhetoric, and disparity in academic culture and identities*; Lee Jeong-Kyu and his 5 works on this issue; Park Hyunjoon *South Korea: Educational expansion and inequality of opportunity in higher education* issued in 2007; Tang Hei-hang *Scholarship reconsidered in an era of entrepreneurialism: academic professions in Hong Kong and South Korea*; Yang Eunjoo, Sang Min Lee, and Sung-Sik Ahn *Career centers in higher education in South Korea: Past, present, and future*.

**Purpose of research.** The purpose of this paper is to highlight close embeddedness of cultural values in its educational system, conditions of employment and social status in South Korea. This information will be an interesting piece for those willing to cooperate or borrow the most promising educational practices.

**The key findings.** The cult of education is one of the most important attitudes for Korean Society. This attitude seems to exist throughout the Far East. The roots of this system are partially practical as far as educational success guarantees a good position, decent income and overall respect. In addition, Korean society is strictly hierarchical. Therefore, a person who has been out of the «educational marathon» has no chances. It would not be an exaggeration to say that in Korea, the whole faith of a person is resolved when one is only 12–16 years old. The system of preparation for school starts in the period from one year to three years. It is aimed at specifying the educational prospects for the development of the child. Testing for academic abilities, including the identification of gifted, talented children, is conducted. This trend is closely linked to *Game Education*, when the game thinking and game dynamics are used to engage children to perform tasks. Basically, children are prepared not to «work hard but play hard».

While speaking about the current system we might highlight the facts set forth. The public education system in Korea includes a few parts, standardized all over the world and contains three levels of school education, colleges, universities, and post-graduate systems. The only present question to the modern society is gender division as far as some percentage of schools and colleges have not yet accepted the coeducational standard. Upon completion of primary school, students advance to middle school, which comprises grades seven through nine. The curriculum consists of 12 basic or required subjects, electives, and extracurricular activities. An average Korean student spends about 12–13 hours per day, educating.

Moreover, all Korean universities are rigorously ranked for prestige, recognition of a certain quality of education and the value of a diploma. By belonging to this or that university, a common entity is formed within the corporate identity. These relations are strictly regulated. Having made a choice once and endeavoring to study at the university and complete it, you determine your life path, success and status in the society. In addition, business and education systems are fused on the basis of productivity. When creating a family, choosing a spouse, people are guided by the level of education. Evidence of major educational accomplishments, such as degrees from prestigious colleges and universities, strongly influence a person's suitability for employment, marriage, and everyday interpersonal relations [15].

There are significant historical reasons for such an eager from the government to shift the educational system approach among the nation — South Korea has been suffering neglect and disapproval, occupation and stratification for ages and only since 1995 it has begun its own curriculum set by the newly-established government. The curriculum includes a few phases and is aimed at the future civilizational development [7].

Toward this end, a practice-based approach to humanity education has been implemented, with the goals of instilling values of etiquette, public order, and democratic citizenship through experiential activities. Elements of this curriculum are introduced throughout the school program. From kindergarten through third grade, the focus is on etiquette, the observing of social rules, and the development of a sense of community. Fourth through ninth grade emphasize democratic citizenship, including rules, processes, and reasonable decision-making. At the high school level, attention is given to global citizenship, including understanding other cultures and peace education. However, many Koreans believe that the mass education of the industrial era is not appropriate to an era of high technology and globalization. In practical terms, large lecture classes of 50 or 60 students with an emphasis on rote learning will not produce creative or morally sensitive graduates [11].

During the last few years, the Korean government has invested millions of dollars in creating a powerful educational network in the region, in particular, to create a student grants support system. Grant support is based on two types of grants: grants for students (Life Assurance Programs — targeted at low-income students (receiving 4.5 million Won per year) and grants for universities to support students (up to 70% of their income.) Since 2010, the state loan program *Learn now, pay later* has been introduced for students who meet the necessary requirements and from families with low income. The repayment of the loan depends on the graduation income [16].

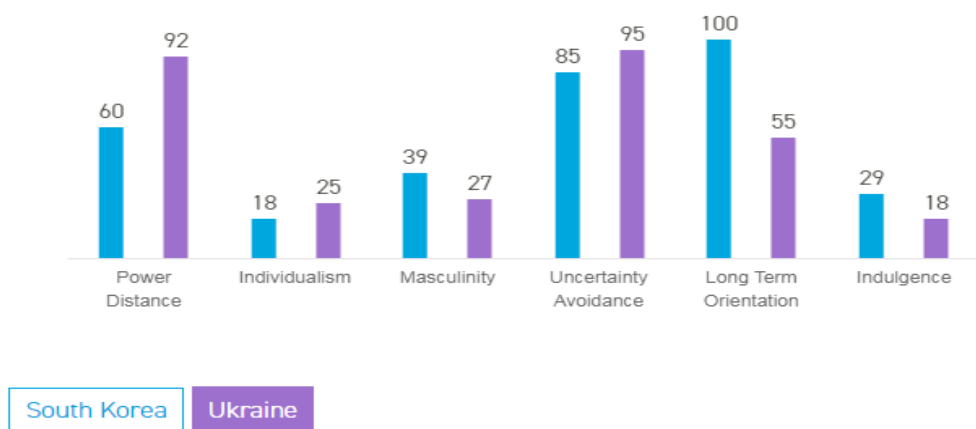
Among the trends of modernity, in addition to the general computerization of the educational network, the government of the Republic of Korea is also implementing a program for optimizing the system of subsidies to unite inefficient universities in order to stimulate the voluntary restructuring of inefficient universities. Speaking more specifically, there is a large and growing wage premium attached to obtaining a higher education in Korea. In 2007, for instance, college graduates earn up to 2.5 times more than their colleagues with a junior high school degree do. With the rapid industrialization of the country, Korea's labor market is highly segmented along educational background.

The Korean government spends 3.4 percent of GDP on formal schooling. When taking private and informal schooling into account this amount nears 10 percent. Teachers are seen as a key part of that investment: OECD statistics place Korea 10th in rankings of entering teacher salaries. After fifteen years of service, Korean teachers move up to third place, demonstrating that the investment grows significantly over time. It is an interesting fact to observe that nowadays the Teacher in South Korea is no longer associated with a corporate punisher — as far as this tradition was abandoned — vice versa the teacher is now the closest counsellor and supervisor [15].

The state is also actively using the «quota mechanism» — quotas are set for admission of students in the metropolitan area, forbidding universities to conduct their own entrance exams, obliging applicants to pass a single college exam (College Scholastic Aptitude Test) — an examination to identify academic abilities [5].

Having approved the program *Education in Korea* and the accreditation system for recruiting and supporting international students in order to attract and support outstanding foreign students, accepted a program of Asian campuses with an international system of double diplomas (with China and Japan). Moreover, before the beginning of studying in a specialty, young people from other countries can go on courses in the Korean language as Korea has become friendly for the foreigners to come from abroad to step onto the ladder of success in Korea.

Coming to the closure of this paper, let us consider some statistical data presented to show the basic categorically structured differences in the Ukrainian and Korean approaches to education:



Pic. Hofstede insights of South Korea compering with Ukraine [16]

Let us take a closure look onto the basic comparison criterias for Ukrainians to choose the option to go to Korea. If we explore South Korean culture through the lens

of G. Hofstede's 6-D Model, we can get a good overview of the deep drivers of South Korean culture relative to other world cultures [16].

As stated above, South Korea is a hierarchical society. This means that people accept a hierarchical order, in which everybody has a place and which needs no further justification.

South Korea is a collectivistic society. This is manifest in a close long-term commitment to the group or team, be that a family, extended family, or extended relationships. Loyalty in a collectivist culture is paramount, and overrides most other societal rules and regulations. The society fosters strong relationships where everyone takes responsibility for fellow members of their group. In collectivist societies offence leads to shame and loss of face, employer/employee relationships are perceived in moral terms (like a family link) hiring and promotion decisions take account of the employee's in-group, management is the management of groups. This factor is supposed to be an obstacle for a modern Ukrainian who is upbrought with a more individually based life attitude [16].

A high score (Masculine) on this dimension indicates that the Korean society is driven by competition, achievement and success, with success being defined by the winner / best in field. This value system starts in school and continues throughout organisational life [16]. South Korea is then considerably feminine one, which means people value equality, solidarity and quality in their working lives. On the contrary, the Ukrainian society is ambivalent and uncompetitive.

Long-term orientation is one of the pillars of Korean culture. This country score 100 which explains the educational and career race because the results of this race shape up the future of a person and even one's grandchildren future.

According to the most recent PISA research held in 2015 such factors as anxiety, life-happiness level, bullying level and financial and moral parental support seemed to be the most interesting indicators, because they have shown the lowest positions in the world that is definitely a progress for Korea [17].

**Conclusion.** To draw the vivid conclusion, over the past 20 years, the situation of Korean youth has bounced up rocketly. Moreover, Korean democratic and more or less stable society is shaped up by the reforms in educational system. It has produced hardworking, skilled employees who have brought about an economic miracle within a single generation. It has reaffirmed traditional values while maintaining its commitment to modernization, citizenship, and global involvement. As Dr. SooBong Uh, from the Korea University of Technology and Education has stated, «It is wiser for young people to invest their money in education than to keep it in the bank.» The well-educated persons should be healthy, independent, creative, and moral. Despite all of the achievements of Korea, some distinctive problems still face their education system. Too many people view educational institutions as «convenience institutes» — like convenience stores. The government's Korea 2030 Commission is examining how to make lifelong learning an integral aspect of Korea's continuing dynamism. The major problems for today are over-centralized educational administration, over-competition for getting college place, and fierce debates between excellence and equity.

## References

1. Andere, E. (2008). The Lending Power of PISA: League Tables and Best Practice in International Education. Hong Kong: Comparative Education Research Center.
2. Breakspear, S. (2012). The policy impact of PISA: an exploration of the normative effects of international benchmarking in school system performance. OECD Working Papers. Paris.
3. Chung, B. (2010). Development and Education: A Critical Appraisal of the Korean Case. Seoul: SNUPRESS.
4. Jung, J. (2014). The emergence of the teacher-initiated New School Movement. / 정진화 (2014). 교사 주도 학교개혁 운동의 등장. 교육사회학연구, 24(2). 243–276.
5. Kim, K. (2010). An international comparison of Korean student achievement on the PISA and TIMSS. In In Lee, C., S. Kim, and D. Adams (eds.). Sixty Years of pKorean Education. Seoul: SNUPRESS. P. 259–284.
6. Kim, Y. (2015). The development and current issues related to the election of superintendents in Korea. / 金龍 (2015). 地方教育自治制度の安定と理念の昏迷 韓国における教育監の住民による直接選挙の経過のその意味. 日本教育行政學會年報, 41. 2–18.
7. Kim, Y. Education reform in 1990s-the impact of international organization on Korean education and the incorporation into the global education policy field / 김용 (2017).
8. Kim, Y. and Y. Cho (2014). The second leap toward «World Class» education in Korea. AsiaPacific Education Researcher, 23(4). — 783–794. DOI: 10.1007/s40299-013-0144-3
9. Lee, C. et al.(2010). Shadow Education: Realities and Countermeasures. / 이종재 외(2010). 사교육: 현상과 대응. 파주: 교육과학사.
10. Lee, C., H. Park, and H. Lee(2009). Shadow education systems. In Sykes, G., B. Schneider and D. Plank (eds.). Handbook of Education Policy Research. New York: Routledge. 901–919.
11. Lee, C., S. Kim, W. Kim, and Y. Kim (2010). A Korean model of education development. In Lee, C., S. Kim, and D. Adams (eds.). Sixty Years of Korean Education. Seoul: SNUPRESS. — 53–106.
12. Lee, C., Y. Kim, and S. Byun (2012). The rise of Korean education from the ashes of the Korean war. Prospects, 42. 303–318.
13. Lee, J. (2010). Kyoyukyul as a force for educational change in Korea. In Lee, C., S. Kim, and D. Adams (eds.). Sixty Years of Korean Education. Seoul: SNUPRESS. 362–416.
14. Oh, S.(2015). The Kyoyukyul of Korean and State. / 오성철(2015). 한국인의 교육열과국가. 오성철 외. 대한민국 교육 70 년. 서울: 대한민국 역사박물관.
15. Song, H.(2006). Egalitarianism in Korea, The Habits of the Mind. / 송호근(2006). 한국의평등주의, 그 마음의 습관. 서울: 삼성경제연구소.
16. Hofstede G. Country comparisson Ukraine and South Korea. — URL: <https://www.hofstede-insights.com/country-comparison/south-korea,ukraine/>
17. Korea Student performance (PISA 2015) — URL: <http://gpseducation.oecd.org/CountryProfile?primaryCountry>