

THE ROLE OF ENGLISH IN THE EDUCATION SYSTEM OF THE REPUBLIC OF KOREA AND UZBEKISTAN

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Abstract: This article is devoted to the question of what role the English language plays in the education system of the Republic of Korea and Uzbekistan as well as the analysis of language education in both countries, historical background of English language teaching and a measure taken by the government to boost language education.

Key words: English language teaching (ELT), TEFL, EPIK program, Hagwon, CIEE, CEFR, IELTS

Introduction. Nowadays English is considered to be the mostly spoken language in the world and teaching English is becoming the most crucial topic in every country, whether it is teaching young pupils or adult ones. Most scholars and researchers are conducting so many researches to compare the methods of teaching English. This article shows the differences of English language teaching system between Uzbekistan and South Korea. It contains the comparison of methods of these two countries and identify which one's methods and approaches are the best.

Today, the focus on teaching English in the world is higher than ever. Therefore, teaching English to different group of people is very important for the future of the country. A clear example of this is South Korean education.

Literature analysis. English language teaching (ELT) in South Korea has a long history. English has been the first foreign language in this country since 1945.[1] And,

it became a required subject in 1997.[2] According to Kim-Rivera, in 1983 the Korean government opened an English school for interpreters; thereby it contributed to the growth of English language education for the next twenty-two years. In 1905, when Korea became a Japanese protectorate, this growth was interrupted. As stated by Kim-Rivera, there were two factors which led to Korea missing opportunities for English language education between 1938 and 1945.[3] First, when Japan engaged in war the government declared English as the language of the enemy and suppressed its use and teaching. And, second, when Japan mobilized the entire colony for the war effort, it stopped all education in Korea by 1945, including opportunities for ELT development.

When it comes to Uzbekistan, according to the Resolution of the President of the Republic of Uzbekistan, dated 10.12.2012 No. PP-1875, by introducing advanced methods of teaching using modern pedagogic and information and communication technologies, to fundamentally improve the system of teaching foreign languages to the growing young generation, training specialists who can speak these languages freely, and on the basis of this, creating conditions and opportunities for their achievements of world civilization and wide use of world information resources, development of international cooperation and communication has been introduced.[4]

Methods of analysis. Requirements to teach English

In order to teach English in Korea, you must first confirm that you're eligible. The main requirements are:

- Citizenship from an English-speaking country (U.C., Oz., Ireland, Canada, Australia, New Zealand or South Africa)
- Bachelor's degree from an accredited college or university
- Have a TEFL certificate of 120 hours or more
- Completion of a 100-hour TEFL course or
- Previous teaching experience
- Proof of a clean background check (Clean criminal record, health check and drug test)

Tefl stands for teaching English as a foreign language. This is a course that students can do either online, in person or as a mixture of the two. And it is extremely beneficial to have for those who want to teach English in South Korea. There are many online providers that offer affordable TEFL courses.

Due to South Korea's great demand for English, there are many opportunities for ESL teachers to find employment in the Land of the Morning Calm. These are the top three methods of instruction in Korea:

1. EPIK Program

The government's English in Korea Program (EPIK) recruits native English speakers to instruct English in public schools all around the country. EPIK teachers are required to work a minimum of 40 hours a week, with 22 of those hours spent actually teaching students. They co-teach lessons with Korean co-teachers (online pre-orientation, main orientation, additional orientation, online in-service training) Since applicants are only allowed to specify one preference for placement, it is usual for EPIK teachers to work in rural areas of Korea.

2. Language academies Hagwon

In Korea, education is very important; in fact, many students continue their studies after regular school hours in private academies known as Hagwons. For children's after-school and weekend tutoring, these private schools hire hagwon instructors. Although hagwon employment often have less benefits, they provide you more freedom to choose where you want to teach in Korea.

3. International schools

Additionally, native English speakers are employed by international schools in Korea to teach specific courses or grade levels. Teachers must hold a teaching license, an education degree, and some prior classroom experience in order to work at international schools. The finest positions for building a long-term career in South Korea are those in this sector.

4. CIEE

A great way to teach English in Korea is through the CIEE Teach Abroad Program. The program includes CIEE TEFL's 150-hour TEFL flagship course, access to an extensive network of private academies (Hagwons), pre-departure support, and his year of international insurance from iNext!. CIEE Teach Abroad is also useful for those who wish to apply for the EPIK program. Applying for EPIK is a complex and competitive process, but CIEE's support enables ESL teachers to submit compelling applications.

In Uzbekistan, given the goals and objectives of teaching English in higher education, they can be divided into 2 groups:

Foreign languages - universities, institutes, faculties that train specialists in English. Foreign languages are non-philological educational institutions that do not train English language specialists. The goals of teaching English in these two groups are different, and due to the training of English language specialists in the higher education institutions of the first group, English is taught in a deep, comprehensive way, both theoretically and practically.

The second group, non-philological educational institutions, has a comprehensive English language goal. The goal is for the student to receive a general education in English and to be taught to use English in their future work in their major. Part-time professional communication involves learning words related to their specialty and reading and translating texts.

Also, it is becoming obligatory that English teachers in Uzbekistan have to hold a certificate CEFR (C1) or IELTS (C1) in order to teach English at schools or other educational institutions. As determined by the Resolution of the President of the Republic of Uzbekistan dated on 19.05.2021, No. PP 5117 “On measures to bring the promotion of foreign languages in the Republic of Uzbekistan to a qualitatively new level”, if teachers have CEFR C1 or IELTS 7.0, they will receive a 50% salary increase. [5]

Uzbekistan State Test Center under the Ministry of Higher and Secondary Special Education, together with the Ministry of Public Education, has widely used the national test system for assessing the level of foreign language proficiency, and from January 1, 2018, applicants who have a certificate of proficiency have received a certificate. has introduced the procedure for granting the following benefits for up to 3 years:

Applicants who have a certificate of level B1 or higher in the state model on the level of knowledge of a foreign language, from the subject of a foreign language in the areas where the subject of a foreign language (English, German, French) is included in the set of entrance tests of the bachelor of higher education institutions giving the specified maximum points and exempting them from the foreign language test;

Applicants who have a B2 and higher qualification certificate of the state model of the level of knowledge of a foreign language can take the maximum set of foreign language subjects in the set of entrance tests of the master's degree of higher educational institutions in the directions in which the subject of a foreign language (English, German, French) is included. giving points and exempting them from the foreign language test.

When we are comparing two countries' teaching English system, we should also take some points into consideration such as classroom management in those countries.

Teachers use the term "classroom management" to keep order in the classroom. The methods that teachers employ to establish a productive learning environment might be characterized as classroom management.

The physical presence of the teacher can be quite important in how we control the classroom atmosphere. The administration of the class can be clearly influenced by the teacher's posture and movement patterns as well as our own physical demonstration. The ability to respond to what occurs in class and how much we are aware of what is

happening are the most significant factors in determining whether a lesson is successful or not. In Uzbekistan, both at home and at school, students play a passive role as audience members. That's why, it is crucial for teachers to ensure that their students have comprehended the instructions before giving them. This can be accomplished by asking a student to describe the exercise after the teacher has delivered the instructions or by requesting someone to demonstrate the exercise for the other students in the class. When everyone in the class speaks the same mother tongue, which the teacher also understands, it can be useful to ask someone to translate the instructions to make sure everyone has understood them. Furthermore, the appropriate length of time for teachers to discuss in class is still up for debate. There are instances when teachers are criticized for spending too much time talking in class and not enough time listening (Student Talking Time). TTT should not be used excessively because students are the ones who need to practice speaking, not the teacher, and the more the teacher talks, the less possibility there is for them to do so. The kids will have less time for other activities, such as reading and writing, if the teacher talks nonstop. In that case, in Uzbekistan it is decided that a skilled instructor maximizes STT(Student Talking Time) and minimizes TTT(Teacher Talking Time) for these reasons.

On other hands, in South Korea, there are a variety of schools to match the diversity of the population. Your financial situation is the key determinant of the kind of school you attend, although other criteria like population, availability, and financial aid and scholarships also matter. One thing to keep in mind is that, in the majority of Korean schools, it is the teachers who swap classes, not the pupils. Additionally, English instruction is mandated in all schools starting around the age of 10, so if you're a teacher in a Korean high school classroom, you may anticipate highly proficient kids! You must understand your position if you are an English teacher in South Korea especially if you're a multi-grade level teacher in the Korean educational system! The best way to describe teacher's function in this situation is probably as an "edutainer." They must keep in mind the educational standards and curriculum objectives while they create their lesson plans, but they must also keep in mind that their goal is to make learning English fun.

Discussion and conclusion. Education in South Korea is competitive, which is ensured by the introduction of advanced technologies, low cost of education, high demand and the opportunity to obtain promising specialties. That's why our country Uzbekistan is developing the system of teaching English language and is starting training of highly qualified English teachers.

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