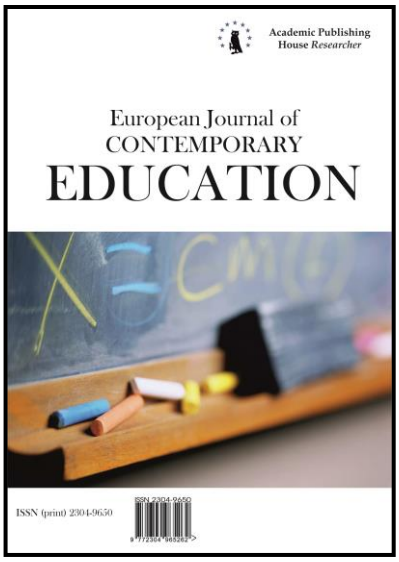
Published in the Slovak Republic
European Journal of Contemporary Education
ISSN 2304-9650
E-ISSN 2305-6746
2017, 6(1): 77-88
DOI: 10.13187/ejced.2017.1.77
www.ejournal1.com



A Comparative Analysis of the Education Systems in Korea and Japan from the Perspective of Internationalization

K.G. Krechetnikov [a], N.M. Pestereva [a, *]

[a] Far Eastern Federal University, Russian Federation

Abstract

The object of this study is the characteristics of the development of the present-day national education systems in two leading economies of the Asia-Pacific region (APR), Japan and the Republic of Korea (Korea). Its main purpose is a comparative analysis of the aspect of the state's education policy dealing with enhancing the national markets for educational services by means of internationalization. The study's methodology is founded on the analysis of the logic behind the development of the national education systems based on an evolutionary approach that is inclusive of history, culture, demographic policy, the market for educational services, and the idea of integration of education systems. The authors employ classification and comparative analysis. They use as source information open data from the official websites of companies specializing in worldwide university rankings and of institutions dealing with education, culture, sports, and technology in Japan and Korea.

Results and discussion. Over the last couple of decades, the development of the education system in Korea has been distinguished by a revolutionary and innovative spirit, propelling the nation into leading positions within the education market in the APR. The Korean government is encouraging the nation's colleges to take on a primary role as regional centers engaged in the production of new knowledge and skills, which may help drive technological and regional growth throughout the APR.

Based on the World University Rankings, South Korea is currently ranked 9th and Japan 10th globally in higher education.

Conclusion. The findings of the authors' analysis of the major aspects of the internationalization of the education systems indicate that both in Korea and in Japan the process of education internationalization is increasingly gaining momentum. The reasons here are pretty much the same – globalization and demographic declines. The two systems differ in that in Korea

* Corresponding author
E-mail addresses: pnm_06@mail.ru (N.M. Pestereva)

preference is given to the scientific component of universities, while in Japan it is the development of the educational segment. In Korea, international education is entirely regulated by the state, while Japan's current internationalization model is transitive – there is a shift taking place from government regulation to market freedom. The prospects for the continuation of this research, apparently, lie in expanding the cross-border networked interaction of APR universities.

Keywords: internationalization of higher education, global market for educational services, Asia-Pacific region, Korea, Japan, quality of education.

1. Introduction

Internationalization in the global market for educational services is an aggregate of interrelationships between all participants in the sphere of education, namely producers, importers, and buyers of these services. The internationalization of higher education has been actively pursued across the major geopolitical regions of the world: the North American region, the Asia-Pacific region (APR), and Europe. Over the last couple of decades, Asian nations have advanced into leading positions in the global market for educational services, which is attested to by most of the top worldwide college rankings. The boosts in the quality of higher education in such nations as Japan, South Korea, and China are mainly due to implementing efficient international practices in their education process with a view to creating a single educational space as part of the development of the Asia-Pacific region.

The internationalization of higher education is not new in Asia. Back in the 2nd half of the 19th century, many Asian nations were already engaged in putting together a system of modern higher education based on sending students abroad to have them engage in advanced research. In the period from 1945 through to the late 1980s, the process of internationalization of higher education in the region saw a decline in a climate of the Cold War.

What makes the Asian market for education particularly attractive is that by the year 2025 the size of the region's educateable population is expected to grow from 17 to 87 million people (Rasha, 2013). The intensity of measures on the internationalization of higher education in Asia depends on the education policy of particular nations.

Starting in the 1990s, the global economy has been increasingly dominated by globalization, with the implementation of market mechanisms having a major effect on the various spheres of human activity, including higher education. The process of internationalization of higher education appears to be gaining a new momentum presently.

The APR nations copying the American education model, including South Korea and Japan, have also begun to follow this policy, and the process of internationalization of higher education in these countries has moved beyond just international student and teacher mobility and now incorporates the internationalization of educational programs, including the creation of international organizations and college branch networks at the regional and global level.

The systems of education in Korea and Japan have been developing based on different scenarios. Both nations have achieved a lot in the area, which is all the more reason to conduct a comparative analysis of the development of education and the process of its internationalization in these countries and take away some best practices from their experience, as well as take note of some of the errors committed along the way so as not to repeat them in the future.

2. Research methods and source databases

The authors have already summarized some of the major strategies used to internationalize higher education in Asia – in 'Prospects for the Development and Internationalization of Higher Education in Asia' (Krechetnikov et al., 2016), one of their earlier papers. These, above all, include taking a coordinated approach, undertaking a shift from selecting students indiscriminately to bringing in the more talented ones (a targeted approach), commercializing education and generating maximum profit, expanding educational projects and creating foreign colleges in the territory of the receiving side. Over the last 15 years, the indicators of Japan's and Korea's academic mobility have increased more than two times.

The principal method employed in this study is comparative analysis. The authors use as source information open data from various specialized international, as well as Japanese and Korean, websites. Among the international websites consulted by the authors are those run by the

companies QS (QS. (n.d.-a); QS. (n.d.-b)) and Shanghai Ranking Consultancy (Shanghai Ranking Consultancy).

The authors' comparative analysis of the education systems of Japan and Korea was mostly conducted based on data from the following websites: the official website of the Ministry of Education of the Republic of Korea (Ministry of Education of the Republic of Korea) and that of the Ministry of Education, Culture, Sports, Science and Technology of Japan (Ministry of Education…).

In addition to data from the above sources, in conducting their comparative analysis the authors consulted a variety of other information sources (reports, seminars, workshops, discussion platforms, personal contact with representatives of the educational establishments of Japan and Korea), including information shared in the proceedings of several major international conferences held between 2015 and 2016 at Far Eastern Federal University, like 'Cross-Border Markets for Goods and Services: Issues in Research', 'Continuing Pedagogical Education: Current State, Problems, and Prospects'; 'The History of, Issues in, and Prospects for the Development of Modern Civilization', 'Science and Education in Present-Day Society', and others.

3. Results and discussion

3.1. Nations' current world rankings

Based on the World University Rankings (2016), South Korea is currently ranked 9th globally in higher education (QS. (n.d.-a)). Its overall score is 80.1 % (against a maximum score of 100 %, currently held by the highest-ranked country, the United States). Japan is ranking 10th with an overall score of 78.5 %. Thus, the education systems of both countries are currently ranked virtually the same in terms of their higher education performance levels.

When it comes to ranking the nations by their universities, Japan is looking here a lot better, with Korea having just 5 colleges ranked in the top 200 and just 2 ranked in the top 100 (QS. (n.d.-a)): Seoul National University (35), Korea University (99), Sungkyunkwan University (105), Yonsei University (111), and Hanyang University (170). To compare, Japan has 8 colleges ranked in the top 200 and 5 ranked in the top 100: University of Tokyo (34), Kyoto University (37), Tokyo Institute of Technology (56), Osaka University (63), Tohoku University (75), Nagoya University (115), Hokkaido University (129), and Kyushu University (134).

The other rankings, the QS University Rankings: Asia 2016 (QS, n.d.-b), are featuring the following Korean colleges among Asia's top 350 universities: KAIST (Korea Advanced Institute of Science & Technology) (6), Seoul National University (10), Pohang University of Science and Technology (POSTECH) (12), Korea University (16), Yonsei University (18), Sungkyunkwan University (19), Hanyang University (30), and others (a total of 18 colleges). Japan has fewer universities featured in these rankings, and these colleges are also ranked lower: University of Tokyo (13), Tokyo Institute of Technology (14), Kyoto University (15), Osaka University (17), Tohoku University (20), Nagoya University (26), Hokkaido University (28), and others (a total of 15 colleges).

The Academic Ranking of World Universities 2015 (Shanghai Ranking Consultancy, n.d.) is currently ranking Japan 8th in the world in higher education, with the nation having 4 colleges ranked in the top 100: University of Tokyo (21), Kyoto University (26), Nagoya University (77), and Osaka University (85). Japan has 7 colleges ranked in the top 200: all of the above plus Tohoku University (101-150), Hokkaido University (151-200), and Tokyo Institute of Technology (151–200). The nation has 9 colleges ranked in the top 300, 12 in the top 400, and 18 in the top 500.

In these rankings, Korea is placed just 22nd, with no Korean colleges ranked in the top 100 and just 1 college ranked in the top 200, Seoul National University (101-150). The nation has 5 colleges ranked in the top 300, 8 in the top 400, and 12 in the top 500.

Thus, a nation's ranking in global rankings for higher education is, in large part, determined based on a system of special indicators, which is why it may be ranked differently by different ranking agencies. On the whole, it may be concluded that Korean and Japanese universities are ranked pretty much the same in higher education development level. Education in Japan has been more fundamental on a number of indicators, but the nation has been moving more slowly than other developed APR countries along the path of education internationalization, and this is why Japan's colleges are currently losing out to their Korean counterparts in terms of mobility.

3.2. Characteristics of primary and secondary education

Education in Korea is comprised of 3 stages: general secondary education, vocational secondary education, and higher education.

General secondary education in Korea begins at the age of 6 and lasts the first 6 grades. The curriculum in these grades is uniform for all students. This is followed by the second stage – vocational secondary education, which incorporates core academic disciplines and also allows students to pick courses that best match their talents, interests, and career priorities. This stage takes 2–3 years to complete. Many Koreans also study at high school for 3 years, which is not a must, although future college-goers may well consider this as a plus going forward.

The secondary school curriculum is centered on 11 core courses, several optional disciplines, and also certain extracurricular activities. If students plan on working after graduation, they have to pick a technical or vocational-technical specialty to pursue for a career.

Korean school students moving on to study at higher-stage secondary school are provided with the option as to which type of school they would like to go to – general or vocational-technical. Students who would like to go to vocational-technical school must pass some exams. The course of study at such schools is centered on teaching students general and special disciplines, provided in equal measure, and preparing them for college.

In the Japanese education system, moral and social education and intellectual education go hand in hand, for which reason the system is characterized by a peculiar organization of the education process, tough exams, rigorous discipline, and single-mindedness.

In Japan, the race for the best education starts at an early age. To be able to get into a top school, you have to have attended a top kindergarten, one that operates not so much as a leisure facility intended to look after Japanese kids while their parents are at work but as an educational institution wherein the school day normally lasts until midday. Japanese children wear a single uniform emblazoned with the facility's emblem. This practice is upheld not only by kindergartens – it is intended to foster in you a sense of commitment to your kindergarten, school, or college.

Japan's school system consists of primary school (6 years), secondary school (3 years), and high school (3 years). Going to primary and secondary school is mandatory for everybody, while attending high school is optional. However, nearly 94 % of Japanese school students attend high school (Ministry of Education…).

The first 6 years constitute primary education for Japanese children and are known to be quite work-intensive due to the difficulties of learning the native language, as one gets to learn around 2,000 hieroglyphs, which is the minimum established by Japan's Ministry of Education. An interesting fact is that knowing even that many hieroglyphs may not be enough for one to be able to read books in Japanese, since to be able to read a book or a magazine fluently, without consulting a dictionary, one has to have a command of over 3,000 hieroglyphs. Senior high-school students in Japan are considered the busiest, as apart from their regular school they also get to attend classes at additional institutions of learning, which are paid too. Currently, Japanese parents spend on education an average of over 1 million yen (around $9,000) per child annually. This may explain the current demographic situation in Japan, characterized by a decline in the birth rate, as oftentimes parents are able to invest in just one child.

3.3. Characteristics of higher education

Getting a higher education in Korea is not mandatory, but it is no secret that ignoring this stage may prevent one from growing professionally and developing properly. Koreans are rightfully considered among the most hardworking and persevering peoples in the world. Based on official statistics, in 2014 Korea's universities and junior colleges were attended by a total of 2,130,046 students, and that is considering the fact that the nation's population is 51,091,352 people and out of them 2,166,305 are residents aged 15 to 19 years old. It is not difficult to calculate that in said period just 1.7 % of Korean students ended up not pursuing their further learning (Ministry of Education of the Republic of Korea).

Institutions of higher learning in Korea include higher schools, junior colleges, and universities. There are technical and vocational-technical junior colleges as well. The length of study at Korea's institutions of higher learning is 2 to 4 years (a bachelor's degree). In addition, there are also a master's degree (1.5–2 years) and a doctoral degree (2–3 years). Majors pursued at the master's degree level must be the same as those pursued at the bachelor's one.

To get into a university, one must complete the final appraisal in secondary school and pass the general national exam, known as the 'Suneung'. This test is similar to the American SAT Reasoning Test. The 'Suneung' assesses applicant skills in three areas: the Korean language, Math, and English. Applicants are also given a choice of general disciplines they will have to sit for an exam in – they need these courses for further study. Also, some institutions of higher learning in Korea practice creative selection, i.e. assessing a student's ability based on essay writing.

Issues relating to supporting and improving national education are taken care of by the Ministry of Education (formerly the Ministry of Education and Human Resource Development). Korean public authorities currently have total control of the nation's education process.

In Korea, the school year begins in March, not in September as in most countries. The spring term lasts 16 weeks and ends in June. After the June break, they proceed to their fall term, which starts in August and lasts until January.

Every Korean student aspires to get into a prestigious institution of learning, despite the tough procedure for completing the entrance trials. To be able to go to a state-run university in Korea, one gets to pass a general test that is similar to Russia's State Unified Exam. Private colleges have procedures of their own for admitting students.

Many Koreans are giving preference to private colleges. To get into one, you will need a diploma of secondary education and an English proficiency certificate.

When shopping for a course of study to pursue in a Korean college, it would not be very wise to assume that "if it is expensive it must be better". The thing is that you may pay $10,000 in Korea per year and receive a poor education or you could pay as little as $500 and later become a highly qualified specialist. Thus, for instance, going to Seoul National University will be cheaper and more prestigious than attending commercial universities. The state is interested in boosting the level of education among the population and allocates funds to finance this institution.

To get into a college, Japanese school students have to take 2 exams – the first one, the national exam, when finishing school and the second one when getting into a college. As a matter of fact, in Japan exams are dogging you at all stages of study, which is what sets Japanese education apart from other countries' systems. The entire education process is like preparing for exams, and only graduates with the highest scores go on to study at top colleges. Some students have the opportunity to get into a college without taking the exams, as most private universities in Japan incorporate kindergartens, primary, secondary, and high schools – so, if you have gone through all stages of study with them, you may get admitted without the entrance trials.

The aspiration of Japanese applicants to get into the nation's top colleges may be due to the fact that this is the only way to save big on education, since it will be 10 times pricier to go to a regular college. There is almost no such thing as free education in Japan. For instance, in 2011 out of 2,880,000 students just 100 received a scholarship from the Japanese government. Scholarships are granted only to the most talented students and the least financially advantaged ones, and these funds are subject to repayment and do not cover all of your tuition costs.

Higher education in Japan incorporates a bachelor's degree (4 years), a master's degree (2 years), and a doctoral degree (3 years). Medical-pharmaceutical departments do not carry a bachelor's degree. Getting a basic higher education in them takes 6 years and a doctoral degree 4–5 years.

In Japan, there are three major types of university: national, state, and private. The number of private colleges is 3.5–4 times that of state ones.

Japanese colleges are dominated by the Humanities, with just 25 % of all students pursuing engineering-technical majors. There are medical, pedagogical, and engineering strands. Most Japanese colleges have 10 departments and 10,000 students. But the nation's largest institutions of higher learning, like the University of Tokyo (13 departments and 16,000 students), may be regarded as an exception.

The school year in Japan begins in April. Classes are held Monday through Friday, rarely Saturday, depending on the college. The school year mostly consists of 3 trimesters, separated from each other by short breaks in spring and in winter. The summer break (July or August) is 1 month long. Some institutions offer a school year divided into 2 terms with a spring break and a fall break.

Japanese students may remain on the college books for up to 8 years. There is almost no such thing as expulsion. In the event you fail your exams you are awarded no credit hours and will have to retake the exams. The student's primary objective in getting a diploma is to gain the necessary

number of credit hours. Also, one of the distinctive features of study at Japanese colleges is that students may pick courses and draw up a school schedule of their own.

Japan is doing all in its power to nurture globally competitive human capital with a view to revitalizing its economy. In 2016, over 80 % of students were going to private institutions, mainly junior colleges and specialized schools. The private sector's dominance, at least in terms of the number of students, is one of the distinctive traits of the Japanese system of higher education.

The current system of higher education in Japan is quite ambiguous. On the one hand, despite the rapid pace of the process of reform and internationalization, the system still remains largely conservative and continues to resist innovation. On the other hand, it is these changes in the nation's education system that have been leading, and will lead, to revitalization in Japanese society.

3.4. Characteristics of the process of education internationalization

Korea, just like Japan, is witnessing unfavorable trends in demography, like a decline in the number of secondary school graduates due to low birth rates, which may result in a lack of students going forward. For this reason, the internationalization of Korean, just like Japanese, education, is of major significance not just in terms of the overall state of the nation's education system and rankings for its universities but also in terms of the well-being of its society, which depends largely on human capital replenishment.

The government of South Korea has declared a new national strategy – one of increasing the number of foreign students nearly 3 times by the year 2023, from over 85,000 to 200,000 students. This is also aimed at reversing the trend of declining numbers of foreign students: in 2011, Korea had a record 89,537 foreign students, but by 2014 the number declined by 5,000. A major reason behind this is limited employment opportunities for foreign graduates, especially when they have to compete with Koreans in the labor market. The greatest number of international students are from China (over 76 %), followed by students from Japan, Mongolia, and Vietnam (Ministry of Education of the Republic of Korea).

Over the last couple of years, many Korean colleges have been reoriented with a view to moving to an international level. The government has developed a whole array of measures to internationalize education, including instruction in English and all kinds of preferential treatment for foreign students, like free dorm space, scholarships, test preparation courses, etc.

Many Korean colleges are attracting prospective foreign students with their tuition prices, which are much lower compared with those offered in other countries and even domestically. Right now, some universities are offering foreign students discounts of up to 50 % off with a view to compensating for some of the costs of the making and growth of a new type of educational service – providing instruction in your native language. Right now, instruction to large ethnic groups and nations in Korea is increasingly provided in their native tongue: in Chinese to the Chinese, in Japanese to the Japanese, in French to the French, etc.

The government is intending to come up with a whole packet of new initiatives to back its goal of reaching the level of 200,000 foreign students, which will include the following items:

– opening up new departments and launching new curricula oriented to foreign students specifically;
– providing support for the employment of foreign students graduating from college and staying in the country;
– easing the requirements for a Korean visa;
– funding the marketing activity of Korean colleges;
– funding a scholarship-based 6-week program intended for 100 students from Asian countries invited to study in Korea;
– expanding English-language programs, especially in the area of the exact sciences, like high technology, engineering, and mathematics; Korea is currently leading the way in implementing instruction in the English language in colleges, with a third of all courses being currently taught in English.

Over the last few years, a significant boost has been given to student exchange arrangements, whereby a group of Korean students may pursue, say, a year-long course of study in a foreign college, say, in the UK, and a group of English students may do the same in South Korea.

There are numerous student exchange programs out there right now. One of the most prominent and broad-scale programs is the one offered through the National Institute for International Education Development (NIIED), whereby you have to undergo a 3-stage selection procedure to be eligible for a scholarship based on the NIIED's Korean Government Scholarship Program (KGSP). Under the program, you will be entitled to a monthly stipend in the amount of 900,000 Korean won (around $900) covering the student's room and board expenses, two plane tickets (to Korea and back to your home country as a graduate), and a research fund (around $ 230 per term). This program also covers your medical insurance costs and your entire course of study, including your language training expenses for up to one year. Each year, they establish participant quotas for each nation individually. Although it is quite doable to enroll through the program, it may still take some effort (Ministry of Education of the Republic of Korea).

In an effort to help foreigners with employment, the Korean government is easing the requirements for hiring foreign nationals for work in small and medium-sized companies, as most Koreans prefer to work for government organizations or large national companies, like Samsung or Hyundai.

All Koreans and foreigners can receive a higher education in Korean or in English. To learn in English, applicants normally have to pass a single language exam. Just about any college in Korea offers split-level English courses. However, many colleges have an even more simplified admission procedure for foreigners exempting them from the tests. All you have to do is present to the authorities your graduate certificate of secondary education. Good grades are a must. Also, a foreigner has to demonstrate considerable command of the English language (IELTS or TOEFL). Upon graduation, foreigners and Koreans alike have to undergo practical training in any Korean organization, which is arranged for by the university's administration.

Until recently, foreigners could study in Korea solely for a bachelor's degree or a master's degree. However, right now they can also pursue a doctoral degree in a number of fields. The roster of majors a foreigner may pursue is still a bit limited, though. Among the disciplines most popular with foreigners in Korea, due to the high quality of education provided in them, are information technology, computer programming, and Web design.

As part of Korea's policy on attracting foreign students, the government has been offering them special academic grants and providing them with financial support. Scholarships provided in most Korean colleges enable foreign students to pay their tuition costs on their own. Currently, Korean colleges are attended by students from just about any part of the world (over 100 countries).

Over the last few decades, Korea has witnessed an increase in the number of foreign residents, who currently account for 5 % of the nation's total population (Krechetnikov, Shoinkhorova, 2016). Korea's benign living conditions urge people to immigrate to and just stay in Korea as permanent residents. In recent years, the Korean economy has reached quite a high level of growth, with Korean society increasingly exhibiting a sustainable democratic spirit and transiting from mono-national to multi-cultural development.

The Korean government has been fully supportive of immigrants. In the late 1990s, it put into effect a special law on citizenship whereby all children born to multi-national families would qualify as full citizens of Korea. In 2003, the government also made some changes to the law on primary and secondary education, allowing all children of foreign workers to attend the nation's institutions of learning.

In the 1990s and 2000s, Korea witnessed an explosive increase in the number of international marriages. But by 2007, many pedagogues found themselves facing problems teaching foreign school students. The main problem was that foreign students did not speak Korean. The principal objective pursued by Korean schools was to arrange their education process in such a way as to take account of the personal characteristics of each and every child. Right now, the government is doing its best to facilitate the process of educating children born to international marriages. It is engaged in putting together a variety of Korean language and culture courses. Also, there have been set up special organizations engaged in providing consulting on legal issues and those related to enrolling children in institutions of general learning.

The process of internationalization of higher education in Japan started much earlier than in Korea, but it had been proceeding at a slow pace, mainly due to the fact that Japanese students

were quite reluctant to study abroad, while foreign students, in turn, were not particularly thrilled at the idea of coming to Japan due to high tuition costs and difficulties in getting employed.

However, the advent of globalization, the growing aspiration of Japanese universities to have global status, and Japan's demographic slump have made the internationalization process inevitable.

Japan was the first oriental nation to start implementing the internationalization of higher education. Despite employing a variety of programs, the nation has always been famous for its modesty in terms of international student exchange. For the most part, we have witnessed an almost complete lack of Japanese colleges outside Japan, limited student flows, and mostly one-way mobility. Japanese students do not really need to leave for another country in order to receive a quality education, get a nice job, and enjoy a decent career, since they can get all that in their own country, as most of them are guaranteed a job in an organization. What appears to be the problem here is that many Japanese students may never really fully integrate into the global scientific community, which may actually isolate Japan further from the rest of the world going forward. In an attempt to boost international student mobility, back in 1983 the Japanese government adopted a plan aimed at increasing the number of foreign students on home soil to 100,000 by the start of the 21st century. At that time, Japan had just 10,000 foreign students, and that kind of boost was necessary in order to try to overtake the world's other major industrialized nations and consolidate its status as Asia's top powerhouse nation (Ministry of Education…).

As a result, Japan experienced a rapid increase in the number of foreign students on its soil and became one of the top nations in this respect, with over 90 % of all foreign students in Japan coming from Asia. The major objective behind internationalization was to spread advanced Japanese science and technology around the world and share with other nations Japan's successful model for social-economic development.

However, the rapid progress of Asia's new industrial nations, like Taiwan, Singapore, and South Korea, and their robust activities on upgrading their systems of higher education to a world class level made the competitiveness of Japanese universities a matter of serious concern for the Japanese government.

In the 1990s, Japan's National Council on Educational Reform marked its education internationalization measures as top-priority. The Council came up with the following proposals on the matter:

1) easing the procedure for admitting foreign students;
2) enhancing the ways in which foreign languages will be taught;
3) enhancing the instruction of the Japanese language to foreign students;
4) transforming the Japanese system of higher education with a view to bringing it in line with international standards.

A goal was set to bring the number of foreign students attending schools in Japan up to 100,000 by the year 2000. However, only 60 % of the state's education internationalization plan was fulfilled (Krechetnikov, Shoinkhorova, 2016).

Currently, foreign students account for just 2 % of all students in Japan. In parallel with the implementation of the programs 'Global 30' and 'Top Global University', aimed at turning Japanese universities into world-class institutions and adapting Japan's system of higher education to the global system, Japan is planning to attract 300,000 foreign student by 2025 and bring the number of foreign students on its soil up to 10 % of the total number of its students (Ministry of Education, Culture, Sports, Science and Technology of Japan, n.d.). Japan has been mostly popular with students from China (94,000 in 2014), followed by Vietnam (26,000) and Korea (15,000) (Krechetnikov, Shoinkhorova, 2016).

The administration of the University of Tokyo has plans to split the school year into 4 terms, each two months long. Some of Japan's universities are planning to shift in the near future to new ways of organizing classes, which are expected to start from now on in fall (instead of spring). This is an attempt to align the progress of the Japanese school year with that of foreign colleges with a view to preparing a generation of globally oriented graduates. Moving the start of the school year to fall is expected to help attract more foreign students, as over 70 % of colleges around the world begin the school year between September and October.

The Japanese government is also expecting an increase in the number of Japanese students attending school abroad, but for the time being this has been hindered by the language barrier,

with just 3 % of Japan's population having a fluent command of English. Currently, already as many as 20 Japanese colleges have departments specializing in working with foreign students and are offering as many as 53 disciplines geared toward them. 11 colleges in Japan, which were set up not long ago, have the term "international" in their name (Ministry of Education…).

3.5. Ensuring the quality of education

A major role in the development of education in South Korea is played by the government, which provides financial support for it, orients it toward best foreign practices, and strives to adopt common global education standards and follow them consistently.

In an effort to enhance the efficiency of the national education system, the Korean government is trying to adopt all top methodologies employed in the systems of other nations. Comparative analysis is utilized as a way to help integrate some of those elements into the Korean system of education. Among the most popular systems for the Koreans to compare theirs with is that of the United States, which, among other things, is among Korea's major strategic partners and with which it has had diplomatic relations for over 60 years now.

Classrooms in Korea are equipped with information technology, computer equipment, and free 24-hour Internet access. Lectures are conducted in the form of presentations, and most materials are sent to students by email. There are a necessary number of labs for practical classes.

Korea is doing anything but treading water. The current changes taking place in Korea in the area of computerization are arousing the interest of numerous foreign colleges and international organizations alike. Electronic learning courses offered in Korea are considered the best in the world. This includes the service of conducting lectures in online mode, the Cyber Home and Cyber School learning systems, and the services of institutions providing technical assistance on electronic education in institutions of learning (Dondukova, 2014). The use of this methodology is regulated by the Korean government at the legislative level. Electronic learning in Korea is a domain managed by the following government agencies:

– The Ministry of Employment and Labor (the use of e-learning in occupational retraining and career enhancement);
– The Ministry of Education (the use of e-learning in regular education);
– The Ministry of Trade, Industry, and Energy (the development of the e-learning industry).

This new system of learning is really popular in Korea right now. Currently, there are over 500 organizations providing e-learning services, and about 30 of them have become really famous over the years they have been in the market. The e-learning system is exhibiting high indicators of volume growth in the foreign market as well. Currently, nearly 30 % of the total volume of these services is being exported. And there is more to come. Also, the number of individuals interested in getting an education via the Internet is increasingly growing.

Currently, over half of Korea's institutions of learning are providing e-learning services. There are over 20 cyber-universities in Korea. Electronic learning sets no limits for the consumer, which makes it a really convenient way to receive knowledge for foreign students and an efficient career enhancement option for those who are willing to study while continuing to work.

Korean scientists have achieved tremendous success in the study and implementation of information technology in the educational environment, which is testimony that the education policy pursued by the government has been quite productive.

In March, 2006, in an attempt to boost the quality of educational services in Korea the nation's Ministry of Education formally launched a system of control over the education process, known as the National Education Information System (NEIS). This innovation makes it possible to obtain college graduation documentation without ever leaving one's home. Teachers can use this system to draw up a study plan for students based on their individual characteristics. Korea's government agencies are currently considering the possibility of providing consultations to students over the Internet. Any student who has failed a test will be able to ask the teacher any questions they may have in online mode.

Foreign students are undertaking internships at the nation's prestigious factories alongside local students.

Korea is attracting applicants with its dynamically developing learning technology and favorable conditions for life's activity. The pluses of studying in Korea include comparatively low tuition costs ($7,000 to $10,000 per year; this does not apply to the nation's most prestigious universities and majors), the possibility of studying for a career in exciting and promising fields, the use of the latest pedagogical and information technology, and the high quality of education provided.

In addition, the nation still retains many of its age-old customs and traditions, which is something that foreign students have the chance to get familiar with while pursuing their course of study in Korea. Of particular note is the synthesis of ancient culture and new technology.

Going forward, the nation's education system is expected to be capable of developing entrepreneurial skills in Koreans starting from early childhood, as well as of stepping up the number of foreign students by attracting them with favorable learning conditions. This is attested to by the operation of Korean schools of various levels equipped with state-of-the-art labs and libraries and employing highly educated instructors.

Japan is one of the world's more economically developed countries, and by volume of investment in education the nation is ranked 2nd–3rd globally. By tradition, Japan has always attracted students with its high quality of education. The Ministry of Education, Culture, Sports, Science and Technology of Japan has a statutory right to influence the bylaws of the nation's universities and junior colleges. The ministry assesses the quality of education provided by these institutions of learning based on the University Standards and Junior College Standards, established by it. These standards set out key requirements as to organizing the operation of universities, selecting students, personnel qualifications, student–faculty ratios, HR, curriculum registration, graduation paper requirements, organizing campuses and other sites, and organizing the management of the college and the operation of its administrative establishment.

In addition, Japan has played a significant role in the creation of the international networks for quality assurance and the development of the OECD and UNESCO guidelines for quality assurance in cross-border education. Japan is now taking an active part in quality control programs implemented across the APR.

3.6. Issues in the development of the national education systems

Mindful that the traditions of Confucianism emphasize aspiring to learning, encourage respect for educated people in society, and link the status of members of Korean society to their education level, every Korean family strives to ensure their children the very best education and is ready to invest big in their development, at times so big as to suffice for the purchase of a dwelling in the city. For this reason, not many Korean families can afford having, and schooling, more than 1 child – today this has resulted in a deep demographic crisis, which is inevitably taking its toll on the education system.

The area of South Korea is comparable to that of Russia's Primorsky Krai, but there are as many as over 450 colleges operating in that territory, which need to be provided with work. The solution for the Korean system of higher education here is exporting educational services.

Korea's economic surge has been driven by the high level of education among the nation's population, but the more this fact is getting substantiated, the warier the Korean government is getting of the reverse side of such ardor for learning. In an attempt to manage the intellectual load on students, the authorities have begun enforcing a "curfew", prohibiting one from visiting an educational facility and seeing a tutor after 10 pm. But there is a good reason behind these restrictions. Based on statistics, each year Koreans spend nearly $19 billion on private education, which is virtually comparable to the budget of a large city in the "Land of the Morning Calm". This excessive desire to study is associated with the difficulty of getting into the nation's junior colleges and universities. Koreans have to sit for an entrance exam, CSAT (College Scholastic Ability Test), a special test that assesses the reasoning abilities of prospective junior college entrants. This knowledge check is a source of great stress for students. To many, this is a "do-or-die" matter (Krechetnikov et al., 2016).

Thus, growth in the Korea's education sector has led to the so-called "education fever", which has taken its toll on students in the form of continued depression and moral overload. Nevertheless, the government is doing its best to remediate the situation.

The demographic crisis has affected Japan's education system as well. The high costs of education have made having a family of 2 or more kids a luxury. The nation's rigorous test and exam practices have led to similar consequences as in Korea.

Note also the fact that foreigners have been reluctant to come to Japan, which mainly is due to the peculiarities of the nation's education system and the difficulty of finding a job after graduation. Today, around 43,000 Japanese nationals are getting an education in America, while there are just 1,192 Americans studying in Japan. Among the major reasons behind this is the tangible weakening of the positions of Japanese higher education in the international market, as well as Japan's persistence in preserving unified education. In point of fact, even today Japan's Ministry of Education will not readily honor the results for courses taken abroad. After the completion of their study program and return home, students have to study one more year in Japan if there is no document certifying that those courses match the Japanese curricula.

Nowadays, the Japanese government is still wary of the possibility that internationalization may destroy the Japanese education model. These doubts are even translating into proposals to "shut down the borders" and to start implementing a "protectionist" policy in respect of Japanese universities. But, since the nation is currently experiencing a demographic slump, increased financial instability, and the increasing independence of the nation's colleges, there is more focus on other objectives, like those associated with propelling Japanese colleges into leading positions globally, including through internationalizing national education, as well as helping the nation's colleges attain economic stability and growth.

4. Conclusion

The findings of the authors' analysis indicate that both in Korea and in Japan the process of internationalization of education is increasingly gaining momentum. The reasons here are pretty much the same – globalization and demographic declines. There are, however, some differences in the way the internationalization process is going in the two countries, like the fact that in Korea preference is given to the scientific component of universities, while in Japan it is the development of the educational segment.

In Korea, international education is entirely regulated by the state, while Japan's current internationalization model is transitive – there is a shift taking place from government regulation to market freedom. The prospects for the continuation of this research, apparently, lie in expanding the cross-border networked interaction of APR universities.

Comparing the Japanese and Korean experience of education internationalization helps identify certain similarities and differences. Firstly, university education in both countries is being fashioned after the Anglo-Saxon and American education models. Secondly, both nations are going through a demographic slump, which, if not tackled right now, may lead to mismatches between the number of student places allotted by universities and that of prospective students expected to fill those places. Thirdly, both countries have been actively engaged in creating various programs aimed at developing the higher education system and boosting its competitiveness. The results of these projects have been impressive, especially in South Korea, which has advanced into leading positions globally in just a couple of decades. This success achieved by both nations makes it possible to regard their experience and practices of internationalizing national education as advanced and worth being taken on board relative to the education systems in other APR states.

References

Dondukova, 2014 – *Dondukova N.N.* (2014). Elektronnoe obrazovanie (e-learning) v Respublike Koreya [Electronic learning (e-learning) in the Republic of Korea]. *Vestnik Buryatskogo Gosudarstvennogo Universiteta, 15:* 17–19. (in Russian).

Krechetnikov et al., 2016 – *Krechetnikov K.G., Pestereva N.M., Rajović G.* (2016). Prospects for the development and internationalization of higher education in Asia. *European Journal of Contemporary Education, 16*(2): 229–238.

Krechetnikov, Shoinkhorova, 2016 – *Krechetnikov K.G., Shoinkhorova V.R.* (2016). Internatsionalizatsiya vysshego obrazovaniya v Yuzhnoi Koree i Yaponii [Internationalization of higher education in South Korea and Japan]. *Uspekhi Sovremennoi Nauki i Obrazovaniya, 1*(7): 175–177. (in Russian). Available from http://elibrary.ru/item.asp?id=26481738

Ministry of Education of the Republic of Korea – Ministry of Education of the Republic of Korea. (n.d.). Available from http://english.moe.go.kr/main.do?s=english

Ministry of Education… – Ministry of Education, Culture, Sports, Science and Technology of Japan. (n.d.). Available from http://www.mext.go.jp/en/

QS. (n.d.-a). – QS. (n.d.-a). World university rankings. Retrieved from https://www.topuniversities.com/system-strength-rankings/2016

QS. (n.d.-b). – QS. (n.d.-b). University rankings: Asia 2016. Retrieved from http://www.topuniversities.com/university-rankings/asian-university-rankings/2016

Rasha, 2013 – *Rasha E.E.* (2013). Analiz osobennostei transnatsional'nogo i mezhdunarodnogo obrazovaniya v vysshei shkole [An analysis of the characteristics of transnational and international education in institutions of higher learning]. *Izvestiya Rossiiskogo Gosudarstvennogo Pedagogicheskogo Universiteta im. A.I. Gertsena, 161*, 220–224. (in Russian).

Shanghai Ranking Consultancy – Shanghai Ranking Consultancy. (n.d.). *Academic ranking of world universities 2015*. Retrieved from http://www.shanghairanking.com/ARWU2015.html