

DOI: <https://doi.org/10.5281/zenodo.10900094>

COMPARATIVE ANALYSIS OF STUDENTS' PERCEPTIONS TOWARDS HIGHER EDUCATION IN SOUTH KOREA AND UZBEKISTAN: A MIXED RESEARCH APPROACH

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ABSTRACT

The purpose of this research is to compare the perceptions of students in South Korea and Uzbekistan regarding their respective education systems. The study aims to examine how students in both countries evaluate their systems. According to the results, Korean students assess their marking system with high levels of satisfaction, while Uzbek students express strong dissatisfaction.

Firstly, Uzbek students have a significantly higher workload compared to their Korean counterparts while Korean students experience a more focused and in-depth study approach, with only four subjects to concentrate on.

Secondly, in Uzbekistan, the implementation of the Higher Education Management Information system (HEMIS) has faced challenges, resulting in students' disagreement with the system. On the other hand, Korean students perceive their system well-organized and managed correctly. After observing students' viewpoints with surveys, this research suggests several measures to encourage satisfaction students of Uzbekistan.

First of all, it recommended reviewing the relevance of the curriculum and choosing proper subjects for the students' needs by involving professionals and experienced individuals.

Secondly, it will be the best way to implement the HEMIS system with all the opportunities, including Student's Personal Trajectory. It can be a good availability to students with more autonomy and choice in their study.

Lastly, reducing the number of subjects can cause the effective study process.

Key words: *Comparative analysis, mixed research approach, students' perception, HEMIS.*

INTRODUCTION

There are different ways of assessing students' knowledge among countries. In some places, these kinds of exams are very crucial, while in others, they are just a type of testing system. Evaluating students' knowledge during the study session is the most important part of education. Instructors or teachers can obtain enough information about their students and know how they taught them. It's worth noting that, while China's imperial examination system is one of the earliest documented examples of organized exams, there may have been other forms of assessments or examinations in different societies or cultures that predate it. However, the Keju system is widely recognized as one of the earliest and most influential instances of organized exams in history. The Keju system, also known as the imperial examination system, was a system of examinations used in ancient China to select candidates for government positions.

As we mentioned above, there are different types of examinations around the world. In this article, I am going to compare South Korea (hereafter Korea) and Uzbekistan's assessment of knowledge processes in higher education.

There are several researchers, such as Hikyoung Lee, Kathy Lee, and Suh Keong Kwon, who learned about the testing system of South Korea and compared it with other countries, but little attention has been paid so far to the differences between them and Uzbekistan or another country.

In order to evaluate students' knowledge in higher education, this study compares and examines the testing programs used in Uzbekistan and South Korea, two nations with widely differing educational systems. While Uzbekistan is actively involved in educational reform projects due to its rich cultural legacy, South Korea has acquired international reputation for its exceptional student successes and excellent educational standards. This study aims to provide light on the relative advantages, disadvantages, and underlying causes of assessment processes in these two nations by a thorough analysis of their contrasting testing systems. A thorough search of pertinent literature was done to guarantee a thorough analysis, and then a survey of 20 high school students was carried out to explicitly target their opinions on the testing systems in both South Korea and Uzbekistan.

There is no phrase in South Korea for combining the naming and evaluation of processes under a single heading. All colleges, however, have unique locations where students can simply enroll and research their interests. They pass the continuous, midterm, and final exams while enrolled in territory education classes. Furthermore, instructors have the ability to provide homework, projects, weekly tests, and other courses specifically designed for academic programs. South Korean university students' grades are determined by their performance on a range of tests, such as midterms, final exams, and continuous assessments, and are expressed as points. Students must earn a total of 15 credits for high school. In a semester, there are four academic programs.

In addition, they are required to take a class called field research. Students and instructors must collaborate on a specific research topic. And they receive four credits

for this course. A teacher must plan their curriculum two to three months prior to the start of the school year. Generally, there is a grading scale that goes from A to F, where A represents the highest grade and F denotes failure. Universities may have different grading scale breakdowns, however the general format is as follows: A: Superior B: Competent C: Satisfactory D: Fail on a marginal F.

Teachers require particular assignments for continuous and midterm exams, and they set deadlines for each. Students must perform those assignments in order to receive their marks. In the final exam process Korean students work on projects which is given by instructors or tests. Korean students complete projects assigned by their lecturers or take exams as part of the final exam procedure.

But as everyone knows, Uzbekistan has its own educational system because it is a developing nation. Let's define the word HEMIS deeply. As it is accepted widely, HEMIS is a generic platform that offers electronic services to professors and students by automating the key components of higher education. According to Khamdamov, Abdullayev, Elov, and Sultanov (2020), the implementation of the Higher Education Management Information System (HEMIS) is crucial for effective planning and management of administrative, educational, scientific, economic, and financial activities in higher educational institutions. HEMIS enables timely monitoring of the institution's target tasks and facilitates electronic data exchange among participants in the educational process. By employing specialized information systems, higher education institutions can achieve comprehensive automation of their activities, including the creation of a centralized database encompassing all types of institutions, student and staff information, and monitoring of administrative, educational, scientific, and financial activities (Khamdamov et al., 2020). These platforms were submitted to colleges in 2020, and as of right now, 154 of them are in use. The platform has multiple branches that assist students in identifying topics for their seminars and lectures as well as relevant books; they get access to their professors' marked assignments and extracurricular activities. To pass the exam, students must receive at least 60 out of 100 points. The platform compiles and computes the final results based on the cumulative exam, midterm exam, and final exam general grades of the students. After all, pupils were permitted to continue their education if they could obtain a score better than 60. There is still a chance for the remaining students to pass the revised test. If successful, they can proceed with their studies; if not, they must retake the prior course. Teachers have the authority to provide extra work to pupils and award them points during the semester. In this article, we would like to compare both countries testing system and gather students' views about this system by making special surveys.

METHODOLOGY

The methodology employed in this research serves as a systematic framework for investigating differences of testing system of South Korea and Uzbekistan while evaluating knowledge of students in high education and shedding light on comparing both countries educational testing system by employing a mixed research method tailored to capture the intricate nuances and complexities of the phenomenon under study. People use mixed research methods in their articles for several reasons. Mixed

research methods involve combining qualitative and quantitative research approaches in a single study or article. Here are some common reasons why researchers choose to use mixed methods:

1. **Complementarity:** Qualitative and quantitative methods offer different strengths and weaknesses. By combining them, researchers can leverage the advantages of both approaches and obtain a more comprehensive understanding of the research topic. Qualitative methods provide in-depth insights, rich descriptions, and nuanced interpretations, while quantitative methods offer statistical analysis, generalizability, and numerical data.

2. **Explanation and investigation:** Researchers can investigate intricate phenomena and offer a more thorough explanation by utilizing a combination of methodologies. While quantitative approaches can evaluate these ideas and offer statistical support, qualitative methods can assist in generating hypotheses and exploring new areas of investigation. Researchers can present a more thorough grasp of the research problem by integrating the two.

3. **Practical considerations:** When researchers must deal with real-world restrictions or limits, mixed techniques might be helpful. For instance, whereas qualitative methods can offer a better insight of participant experiences, quantitative methods might be more effective in gathering large-scale data. Researchers can tailor data gathering procedures to their objectives and available resources by combining different methodologies.

4. **Holistic comprehension:** Certain research topics call for a deeper level of comprehension than just classifications or numerical summaries. Researchers can capture the depth and complexity of social phenomena, human experiences, and behavioral patterns by utilizing a combination of methodologies. Through the integration of qualitative and quantitative methodologies, scholars can acquire a more intricate understanding of the subject matter being studied. All things considered, the use of mixed research methodologies in articles gives researchers a versatile and potent toolkit to explore research issues from several perspectives, improve data validity, and give a more thorough grasp of complicated phenomena. Here are some more views about qualitative and quantitative methods:

According to Creswell (2007), qualitative research involves exploring and understanding the meaning individuals or groups ascribe to a social or human problem. The research process includes emerging questions and procedures, collecting data in the participant's setting, analyzing data inductively to identify general themes, and interpreting the meaning of the data. Those who engage in qualitative research value an inductive style, a focus on individual meaning, and the portrayal of complex situations.

Quantitative data in research are typically numerical and analyzed using statistical procedures, including the conversion of verbal data to a numerical form through a scoring process (Ary, Jacobs, Sorensen, & Razavieh, 2010). The analysis of quantitative data provides evidence for or against the study's hypothesis. On the other hand, qualitative data consist of words and require the researcher to organize,

categorize, and code the data for description and interpretation. Despite not dealing with statistics, analyzing qualitative data is a challenging and time-consuming process (Ary et al., 2010, p. 32).

As we mentioned above we utilized a mixed research approach in our article to incorporate both qualitative and quantitative methods for data collection, thereby employing a comprehensive data collection approach.

RESULT

In the next following pages you can get involve with questions of our survey which was prepared for both countries.

What do you think about educational testing system of your institute/university?

1. Where do you study? (Please, write your institute/university name?)

2. How old are you ?

3. Is there any special platform in your current study place?

4. Have you got enough information about testing system of your study place?

5. Do you think the testing system of your institute/university is organized properly?

6. Have you got continuous, midterm, final exam in your university?

7. Have you got continuous, midterm, final exam in your university?

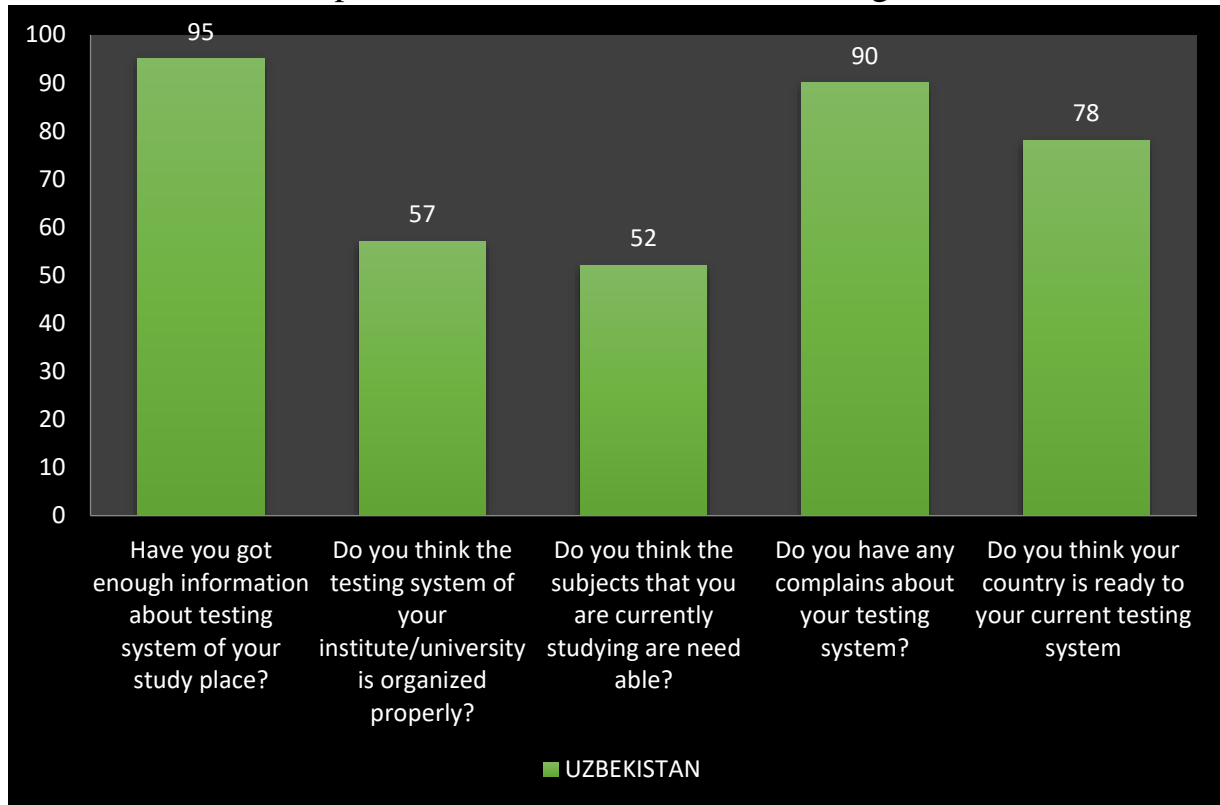
8. How many credits you need to earn in a session?

9. How many subjects you need to study in a session?

10. Do you think the subjects that you are currently studying are need able?

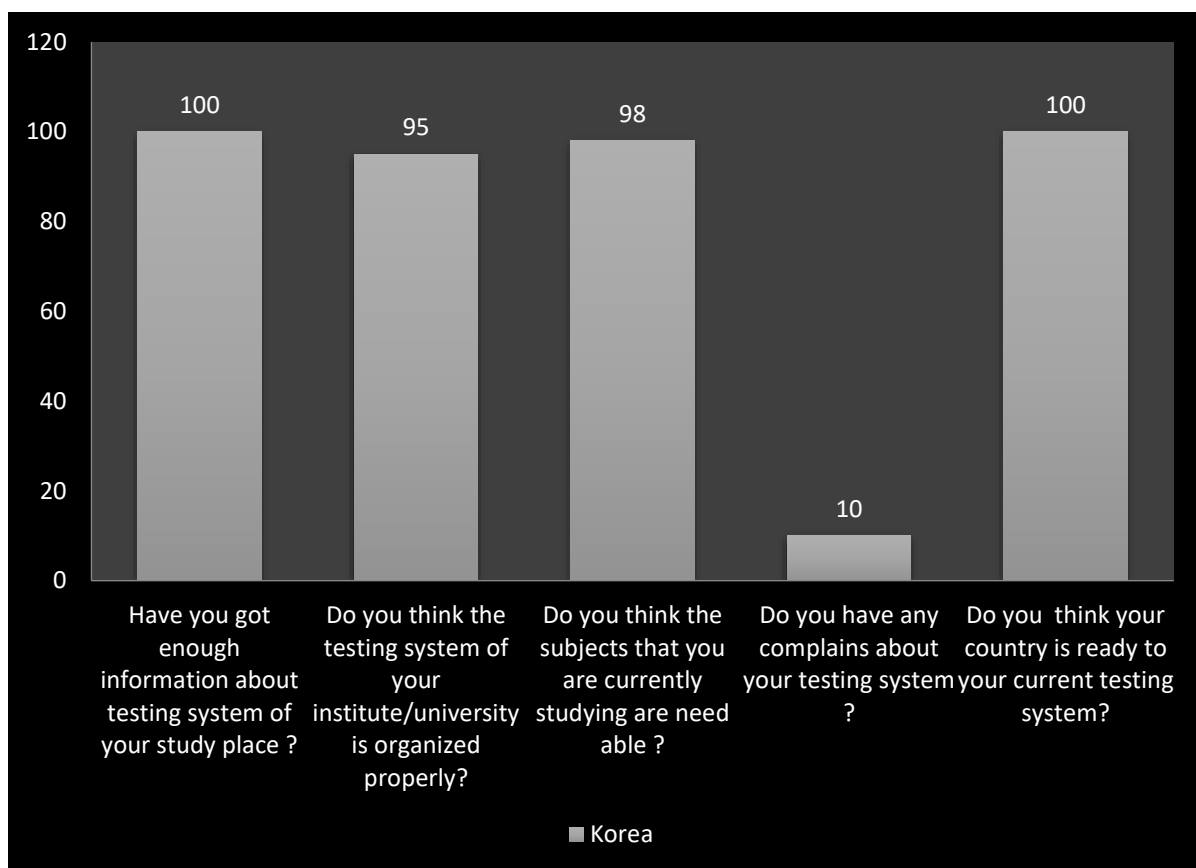
11. Do you have any complains about your testing system?

In two selected countries, I polled twenty students, ages eighteen and twenty-five, using the qualitative method to get their perspectives. The kids we work with are specifically chosen since they are enrolled in Uzbek and South Korean postsecondary institutions. They can collaborate with me in that scenario without any misconceptions. I requested that students complete an online survey that I could oversee remotely. These are the student responses that are illustrated with a diagram:



This bar interview sheds light on the general perceptions of students regarding the current testing systems in Uzbekistan and South Korea. It becomes apparent that students in Uzbekistan tend to hold a negative viewpoint towards HEMIS, whereas Korean students express a high level of satisfaction with their testing system, offering positive feedback. The students in both countries demonstrate awareness of their respective testing systems, as indicated by the chart. However, there is a contrasting perspective regarding the organization and implementation of the testing system. Uzbek students express disagreement with the notion of a well-organized system, whereas an overwhelming 95% of Korean students believe that their system is effectively managed. Based on the data, it can be observed that 52% of students in Uzbekistan do not perceive all the subjects they are taught as necessary. In contrast, almost 100% of Korean students consider these subjects to be their specialty and believe that their time is effectively utilized. The primary reason for this disparity is that Uzbek higher education students typically study 6-7 subjects per semester, whereas Korean students are typically enrolled in a maximum of 4 subjects. Consequently, in Uzbekistan, higher education students are required to accumulate 240 credits over the

course of 4 years, whereas Korean students only need to accumulate a total of 18 credits. The student complaints in Uzbekistan are significantly higher compared to those in Korea, indicating a notable contrast between the two countries. In Uzbekistan, the level of complaints is notably elevated as 90 %, whereas in Korea, the incidence of complaints is considerably lower as only 10 %. A significant majority of Uzbek students, approximately 78%, expressed the opinion that their country was not adequately prepared for the implementation of the credit module system. In contrast, Korean students did not voice any negative opinions about the system imposed on them and assessed that their country is fully prepared, with a perceived readiness of 100% for the proposed system.



The survey results indicate that Uzbek students expressed significant dissatisfaction with their higher education, whereas Korean students reported no issues or complaints. Uzbek students strongly voiced their dissatisfaction through the following statements:

- “This program does not adhere to its established criteria.”
- “The system does not cater to students’ preferences.”
- “Uzbekistan was ill-prepared for the implementation of this system.”

These statements highlight the discontent and concerns expressed by Uzbek students regarding their higher education system. Additionally, some students assessed this system as a highly corrupt version.

According to these results, we can see two types of feedback towards nearly same educational standards. But the question is why Uzbek students express strongly disagreement to their system and even evaluate it as an unnecessary way of teaching? What we can do to encourage them to study and satisfy with their system as Korean students?

DISCUSSION

Students of Korea get involve with maximally 4 subjects while the workload for students in our targeted country, where they are expected to take 6 or 7 subjects in a semester, can be considered excessive and overwhelming. This heavy workload often leads to heightened stress levels among students. In this discussion part of my article I am going to give some suggestions about how to encourage Uzbek students to satisfy with their educational standard.

First, considering the relevance of the curriculum. Examining the curriculum makes sure that it is appropriate for students' requirements as well as for their future careers. As part of the curriculum design process, involving professionals and experienced individuals with sufficient knowledge in the subject of students will make the lessons more exciting and helpful for the students. Second, it's critical to guarantee that the credit-module system is implemented correctly. On October 8, 2019, the President of the Republic of Uzbekistan issued Decree No. 5847, entitled "On improving the development of higher education of the Republic of Uzbekistan until 2030." Over the following ten years, this edict seeks to further advance Uzbekistan's higher education system. Furthermore, as stated in decree number 5953 on March 2, 2020, the state program for enlightenment and economic development includes the Strategy of Actions on five sustainable directions, "Development of the Republic of Uzbekistan in 2017-2021," which emphasizes encouraging science and guaranteeing the implementation of initiatives by manufacturers' students are free to choose their own "Student's Personal Trajectory."

Students Personal Trajectory is a teaching tool that supports students in selecting their own learning style. They are free to select their subjects based only on personal interests. However, there are no such trajectories in the colleges and institutes that we have selected for our article.

Thirdly, lowering the number of subjects taken each semester can help reduce the feeling of overburden and provide room for more concentrated, in-depth learning.

This can foster in kids a greater appreciation and comprehension of the material they are learning.

It is important to note that addressing the concerns of Uzbek students and promoting satisfaction with their education system will require a comprehensive approach involving various stakeholders, including policymakers, educators, students, and parents. Continuous monitoring, evaluation, and improvement efforts will be necessary to ensure the effectiveness of the implemented measures and to create a positive learning environment for Uzbek students.

CONCLUSION

In conclusion, the comparison of the testing systems in South Korea and Uzbekistan reveals notable disparities in student perceptions and satisfaction with their higher education systems. Korean students express high levels of satisfaction, while Uzbek students demonstrate significant dissatisfaction and discontent. The primary factors contributing to this disparity are the workload, organization, and implementation of the testing system.

Uzbek students face a heavier workload, as they are required to take a larger number of subjects per semester. This leads to increased stress levels and a perceived lack of time for in-depth study. In contrast, Korean students experience a more focused and in-depth study approach, with a smaller number of subjects to concentrate on. The implementation of the Higher Education Management Information System (HEMIS) in Uzbekistan has encountered challenges, resulting in student dissatisfaction and perceptions of corruption within the system. In contrast, Korean students perceive their system as well-organized and effectively managed. To encourage Uzbek students to be more satisfied with their educational system, several measures can be undertaken. Firstly, a thorough review of curriculum relevance should be conducted to ensure alignment with students' needs and future career prospects. This can involve involving professionals and experienced individuals in the curriculum design process to incorporate real-world requirements.

Secondly, students may have greater freedom and choice in their academic lives if the HEMIS system is properly implemented and the Student's Personal Trajectory is introduced. Students can select classes according to their interests and goals thanks to this individualized trajectory.

Last but not least, cutting back on the amount of subjects taken each semester can ease stress and offer students the chance to study more intently and thoroughly. This may promote a more profound comprehension and admiration of the topics being studied.

In summary, addressing the concerns of Uzbek students and promoting satisfaction with their education system requires comprehensive efforts involving policymakers, educators, students, and parents. By reviewing curriculum relevance, implementing the HEMIS system effectively, and reducing the workload, Uzbek students can be encouraged to have a more positive perception of their educational system and experience greater satisfaction with their higher education.

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