

Lee Byong Jo Al-Farabi Kazakh National University, Kazakhstan, Almaty
e-mail: beong.lee@kaznu.kz**THE CURRENT STATE OF KOREAN LANGUAGE EDUCATION
AND KOREAN TEACHER TRAINING COURSES IN KAZAKHSTAN
AND GRADUATES' EMPLOYMENT STRATEGIES
(Focusing on the case of Al-Farabi Kazakh National University)**

Korean Studies in Kazakhstan received scholarships or support and benefits to study in Korea and were able to make great progress in a short period of time. Of course, the role and contribution of the Kazakhstan government, which opened the way for Korean Studies education at universities, legally and institutionally through education policy, is also absolutely important. However, despite this series of achievements, Korean Studies have been receiving great attention and love from many Kazakhstanians, but the current legal status of Korean in elementary, middle and high schools does not extend to the second foreign language. Therefore, based on the development of Korean Studies for nearly 30 years, I have now developed a plan so that graduates who especially majored in "korean language" can work in elementary, middle, and high schools using their majors rather than simply in commercial workplaces. As an alternative, first, through continuous contact at the government level, efforts are made to adopt Korean as a second language, and based on this, a pedagogical curriculum and appropriate experts are recruited. In addition, the Korean government should provide support for graduates and teachers employed in the program, even for a certain period of time, and establish a system for joint management of the program between Korean Education Center in Almaty and the Department of the Far East (Korean Studies).

Key words: Korean Studies, Korean Language, Al-Farabi Kazakh National University, Department of the Far East (Korean Studies), Korean Education Center in Almaty.

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e-mail: beong.lee@kaznu.kz, Natalya.Yem@kaznu.kz**Қазақстанда корей тілін оқыту мен даярлаудың
қазіргі жағдайы және түлектерді жұмысқа орналастыру стратегиясы
(Әл-Фараби атындағы ҚазҰУ мысалында)**

Қазақстандағы корейтану саласы Кореяда оқу үшін көптеген қолдау мен жеңілдіктерге ие болды және қысқа мерзімде үлкен жетістікке жетті. Әрине, білім саясаты арқылы университеттерде корейлік білім алуға заңды және институционалды жол ашқан Қазақстан үкіметінің рөлі мен үлесі де өте маңызды. Алайда, осы жетістіктер қатарына қарамастан, корейтану көптеген қазақстандықтардың назарын аударды және сүйіспеншілікті өзіне аударды, бірақ қазіргі кездегі корей тілінің құқықтық мәртебесі орта білім беру мекемелеріндегі (мектеп, гимназия және т.б.) екінші шет тіліне таралмаған. Автор жоспар құрды, соған сәйкес корейтану мамандығы бойынша бітіруші түлектер орта мектептерде тек қана коммерциялық жұмыстарда емес, өз мамандықтарын пайдалана отырып жұмыс жасай алады. Немесе, біріншіден, үкімет деңгейінде тұрақты байланыс арқылы корей тілін екінші тіл ретінде қабылдауға күш салынады және осының негізінде кафедрада педагогикалық бағдарлама мен соған байланысты сарапшылар қабылданады. Сонымен қатар, Корея үкіметі осы бағдарлама бойынша жұмыс істейтін түлектерге, кем дегенде, белгілі бір уақытқа дейін қолдау көрсетіп, Алматыдағы Корей білім беру орталығы мен Қиыр Шығыс кафедрасы (корейтану) арасында бірлескен бағдарламаларды басқару жүйесін құруы тиіс.

Түйін сөздер: корейтану, корей тілі, әл-Фараби атындағы ҚазҰУ, Қиыр Шығыс кафедрасы (корейтану), Алматыдағы Корей білім беру орталығы.

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**Текущее состояние обучения корейскому языку
и подготовки специалистов курейского языка в Казахстане
и стратегии трудоустройства выпускников
(на примере Казахского национального университета имени аль-Фараби)**

Сфера корееведения в Казахстане получала не мало поддержек и льготы для обучения в Корее и смогла добиться больших успехов за короткий период времени. Конечно, роль и вклад правительства Казахстана, которое открыло путь корейскому образованию в университетах, юридически и институционально через образовательную политику, также абсолютно важны. Однако, несмотря на эту серию достижений, корееведение привлекало большое внимание и любовь многих казахстанцев, но нынешний правовой статус корейского языка в средних учебных заведениях (школа, гимназия и тд) не распространен на второй иностранный язык. Автор разработал план, согласно которому выпускники, специализирующиеся на корееведении, могут работать в средних учебных заведениях, используя свою специальность, а не просто на коммерческих рабочих местах. В качестве альтернативы, во-первых, посредством постоянного контакта на правительственном уровне, предпринимаются усилия по принятию корейского языка в качестве второго языка, и на основе этого в кафедре принимаются педагогическая программа и соответствующие эксперты. Кроме того, корейское правительство должно оказывать поддержку выпускникам-преподавателям, работающим по данной программе, хотя бы на определенный период времени, и создать систему совместного управления программой между Корейским образовательным центром в Алматы и кафедрой Дальнего Востока (корееведение).

Ключевые слова: корееведение, корейский язык, Казахский национальный университет имени аль-Фараби, кафедра Дальнего Востока(корееведение), Корейский центр образования в Алматы.

Introduction

Kazakhstan, which became independent in the early 1990s, is a newly independent country, and has been working hard in all areas (political, economic, cultural, education, etc.). The national struggle to enter the ranks of advanced countries can be felt throughout the education field, especially with the emphasis on education, just like Korea did. The message of former President Nazarbayev N.A. is engraved on the front of the headquarters of Al-Farabi Kazakh National University: "In order to become a competitive citizen, you must become an educated person." Kazakhstan, a newly independent country, has pursued competitive national development through education, and Korean Studies with korean language in Kazakhstan have also grown in this trend. The history of Korean Studies with korean language in Kazakhstan goes back to the "Korea pedagogical university", which was established in Kyzylorda in the past after forced immigration in 1937 during the Soviet period. After independence, Korean Studies with korean language have been developed especially through Kazakh National University, Abai Kazakh National Pedagogical University, Kazakh Ablai Khan

University of International Relations and World Languages.

Currently, Kazakhstan and Uzbekistan are the countries with the largest scale of Korean Studies with korean language in CIS after Russia. Focusing on Kazakhstan, 10 educational institutions, including Kazakh National University and Kazakh International Relations and World Languages University, are leading Korean Studies. After the independence of Kazakhstan in 1990, exchanges and cooperation between Korea and CIS countries including Kazakhstan had a profound effect on the growth of Korean Studies in Kazakhstan (Korean Education Center in Almaty, Overseas Koreans Foundation, National Institute of International Education, The Academy of Korean Studies, etc. and universities, and private organizations). Through exchanges and cooperation between the two countries, undergraduate and graduate students majoring in Korean Studies in Kazakhstan have received scholarships and support and benefits to study in Korea, and Korean Studies in Kazakhstan has made great progress in a short period of time(Korea Foundation, 2007; 2018). And it can be evaluated that the role and contribution of the Kazakh government, which opened the way for

Korean Studies education at universities legally and institutionally through education policy, and provided a lot of support, was also absolutely important.

Justification of the choice of article and goal and objectives

However, in spite of this series of achievements, there are still disappointments. This is because Korean language that has grown in the nest of Korean Studies have received great interest and love from many Kazakhs, but the current legal status of Korean language in elementary, middle, and high schools has not been extended to a second foreign language. Considering the growing Korean and Kazakh communities in both countries, the deepening friendly relations and exchanges and cooperation between Korea and Kazakhstan, and Kazakhstan's high interest in and enthusiasm for learning Korean, the legal status of the Korean language may be elevated. I think the time has come.

It is this part that I pay attention to in this presentation. The goal is to find alternatives that can broaden the field of employment for Korean language majors or users after graduation by upgrading the legal status of the Korean language. In other words, based on the development of Korean language that has grown in the nest of Korean Studies for nearly 30 years, we are now looking for ways for graduates who majored in Korean language to work in elementary, middle, and high schools, rather than just a commercial workplace.

Research methodology

Two research methods were used for this study. First of all, various types of documents containing information related to the Korean language education situation of Department of the Far East (Korean Studies) of Kazakh National University were used as evidence. This includes a list of Korean Studies education subjects and educational programs, a list of graduate employment status, and materials related to academic projects and scholarships. Then, additional survey materials were used for professors and lecturers who are conducting research in the field of Korean Studies.

Based on these research methods and data, in Chapter II, I first looked at foreign language education and policies in elementary, middle, and high schools in Kazakhstan. Next, Chapter III examines the situation of Korean Studies education, including the

Korean language of Kazakh National University, a representative Korean language education institution in Kazakhstan, and the employment status of graduates in the last five years. Finally, based on this situation, in Chapter IV, I suggested some ways to train experts in Korean language education and to find employment strategy in elementary, middle, and high schools.

Foreign language teaching situation in elementary, secondary and high schools in Kazakhstan

The Framework of elementary, secondary and high school curriculum

It is stated in the Article 30 of the Constitution of Kazakhstan that "All citizens of Kazakhstan shall be guaranteed free secondary education in state educational establishments. Secondary education shall be obligatory..." Kazakhstan, a new country, has been operating national development projects-2030 and 2050, where education has been given a pivotal role in the national development. The educational system of Kazakhstan basically presented by two main stages: Shkola course (1-9th grade, 1-11st grade) and the University course (4 years). There are also a slightly specialized "lyceum" (1-11th grade) and "gymnasium" (1-11th grade) academic systems before the university course. Pre-university educational systems presented are general phenomenon currently operating throughout the CIS (formerly Soviet region). Unlike Korea, elementary, secondary, and high schools are not separated. The system implies studying in one educational space (school) for 11 years. "College" (10-13th grade) course can be added to the above academic systems. It is a junior college course that students enter after completing their 9th grade, and it lasts for 3-4 years. There are many cases when students after college go to a four-year regular university (after completing a 11-year Shkola course), and in this case, an education period at a four-year regular university will be shortened to three years (shortened one year).

Policy on a current state of a foreign language education

Kazakhstan, a multi-ethnic country, where more than 120 ethnic groups are living in a peace, puts a high priority on harmony and coexistence among the ethnic groups. For this purpose, in 1991, a year when the country gained its independence, it was established the "Assembly of the People of Kazakhstan" (the Chairman – President). Under the system of the Assembly, policies for harmony

between ethnic groups have been promoted through the general meetings that are held every year since 1995. In addition, as a new independent country, the Kazakhstan government has put efforts on establishing a national identity and finding alternatives to the competitive national development in the field of education. As part of this, the Kazakhstan government has provided full support in the field of education, especially in the national language policy (currently the national language of Kazakhstan is Kazakh, and the official language is Russian), and is also paying keen attention to the development of foreign languages, such as English in order to foster competitive human resources.

“The state program of the functioning and development of languages for 2001-2010 years” approved by the Presidential Decree of Kazakhstan(07.02.2001. № 550) ended in 2010. The top priority and goal of the program was to expand and strengthen the social-communication function of the national language, and further to increase the number of national language education institutions. According to data from “The state program of the functioning and development of languages for 2001-2010 years” 7646 Kazakh schools, 1573 Russian schools, 58 Uzbek schools, 14 Uighur schools, 2 Tajik schools, and 2 English schools are functioning in Kazakhstan from 2011 till now. (the number of elementary, secondary and high schools in 2021-22 is estimated to be 7475).Meanwhile some schools have been experimentally educated in three languages (Kazakh, Russian, and English) from 2007 to 2008. In addition, a Turkish school (366 students), an English school (217 students), a German school (217 students), and a Chechen school (138 students) also started their activities in the front-line education field(Sites1, 2004; Sites 2, 2015; Sites 3, 2011; Sites 4, 2012; Sites 5, 2016; Sites 6, 2021).

As to the college entrance exam (ENT; similar to Korea’s College Scholastic Ability Test), it is conducted in two languages. In the case of those who have taken elementary, secondary and high school curriculum in other languages, the national comprehensive exam is taken in either Kazakh or Russian. As mentioned earlier, Kazakh and Russian currently have national and official language status in Kazakhstan, respectively. It originated from the historical background and environment when the country was ruled by Imperial Russia and the Soviet Union since the mid-19th century. Due to the fact that Kazakhstan is composed of more than 100 ethnic minorities, there are also various languages in the

country, such as Ukraine, Uighur, etc. Rather than the concept of ‘foreign languages’ these languages are considered minority ones coexisting in Kazakhstan. The real foreign languages in Kazakhstan are the languages introduced from outside such as English, French, German, Korean, and Chinese.

As mentioned earlier, it can be said that the foreign language education policy in Kazakhstan is in line with Kazakhstan’s multi-ethnic harmony policy. Since independence, Kazakhstan has emphasized national unity, harmony, and co-prosperity under President Nazarbayev’s regime based on “Assembly of the People of Kazakhstan”. It has been the basis for stable political, economic, social, and educational development without national problems or disputes. There are 88 schools where the lessons are taught in Uighur and Ukrainian under the National Assembly. In 108 schools education is conducted in 22 ethnic languages. In addition, there are 195 professional language centers that operating under the management of the National Assembly, where 30 national languages are taught. (surely, there are also theaters, media, and broadcasts of different ethnicities)(Lee Byong Jo, 2019).

As a result, the Assembly of the People of Kazakhstan is playing a central role in country’s unique national policy. It can be said that language and foreign language policies are also implemented within the boundaries of these multi-ethnic coexistence and harmony policies. For the sake of coexisting and harmony between ethnic groups, the languages of all ethnic groups in Kazakhstan are respected and institutionally guaranteed to provide education as much as possible. Foreign languages such as English, French, German, Korean, Chinese, and Japanese are also dealt within the large framework of such national policy. By operating the “National Development Project” Kazakhstan is spurring with the aim of entering the OECD, especially in the economic sector, and creating an international-level educational environment. It is also paying attention to language education in Asian countries with a lot of language and economic exchanges with European countries.

University entrance exam and Textbooks adoption for universities with foreign language subjects

In Kazakhstan you also have to take a university entrance exam(ENT) in order to enter college. Regardless of humanities or natural sciences, Kazakhstan history, Kazakh language, and mathematics subjects will be selected as mandatory subjects. In the case of humanities,

the test must be taken by selecting English + world history, or English + geography, and in the case of natural science, the test must be taken by selecting biology + chemistry, or human rights + world history.

Regarding the adoption of foreign language subject textbooks, it is selected from textbooks of private development that meet the standards set by the country. As an example, in Kazakhstan English is a mandatory subject, and English textbooks are selectively used by school. Currently, English textbooks such as “English File,” “Smiles” (for grades 1-4), “Excel” (for grades 5-9), and “Aspect and Action” (for grades 10-11) are widely used in many schools in Kazakhstan.

One thing that can be confirmed here is that there is no place where Korean is selected and used as a second language in Kazakhstan’s education field. Since Kazakhstan gained independence, Korean has grown steadily. The popularity of Korean has soared

due to Korea’s high economic growth, increased friendly cooperation and mutual exchanges between two countries, and the Korean Wave. More than 2000 Kazakhstan citizen studies at the Korean Education Center every year. Regrettably, except for some universities, Korean has not been officially adopted as a second language in elementary, secondary and high schools.

Korean Studies education in Al-Farabi Kazakh National University and graduates’ employment status

The current status of Korean Studies education

The tables below show the current status of Korean Studies education of institutions and departments in Kazakhstan, and the number of teachers, professors and students, as well as the current state of Korean studies subjects including Korean language.

[Current status of Korean language academic institutions in Kazakhstan]

Organization	Department	Establishment year	Number of teachers and professors	Number of students (undergraduate studies)
Al-Farabi Kazakh National University	Department of the Far East(Korean Studies)	1994	20 (including non-native speakers)	149(undergraduate studies) 15(graduate studies)
Kazakh Ablai Khan University of International Relations and World Languages	Department of Korean Studies	1998	21 (including non-native speakers)	339
Zhetysu National University	Department of translation and interpretation of a foreign language (major in English and Korean)	1999	2	69
Taraz State Pedagogical Institute	Department of translation and interpretation of a foreign language (major in English and Korean)	2002	1	121
L.N.Gumilyov Eurasian National University	Department of Oriental Studies (major in Korean)	2011	4	51
Korkyt Ata Kyzylorda University	Department of translation and interpretation of a foreign language (major in English and Korean)	1992	1	82
Almaty College “Prestige”	Foreign Language: two foreign languages		1	40
Taraz Innovative-Humanitarian University	Foreign Language: two foreign languages		1	76
Nazarbayev University	Liberal arts		2	92
Aktobe Kazakh-Russian International University	Liberal arts		1	13

Continuation of the table

Organization	Department	Establishment year	Number of teachers and professors	Number of students (undergraduate studies)
Karaganda State University	Liberal arts		1	35
Suleyman Demirel University	Liberal arts		3	192
S. Amanzholov East Kazakhstan State University	Liberal arts		1	102
S. Baishev Aktobe University	Liberal arts		1	12

(Source: Korean Education Center in Almaty, 2021; Jang Ho-Jong, 2019)

[Korean Studies Curriculum of Al-Farabi Kazakh National University]

University	Course	Subjects
Al-Farabi Kazakh National University (Department of the Far East(Korean Studies))	1st year	<p>(Oriental Studies) based on learning Korean history Basic eastern Language (level B) Basic eastern Language (level B1) The history of the studied countries: antiquity The history of the studied countries: the Middle Ages The practice of oral and written speech of the eastern Language The culture of the studied country</p> <p>(Language and literature) based on learning Korean literature Basic foreign language (level A1,A2) Basic foreign language (level B1) Introduction and remedial course on phonetics of studied language Practice of oral and written speech (east)</p>
	2nd year	<p>(Oriental Studies) Basic eastern Language (level B2) Basic eastern Language (level C1) The history of the study of the country: the new time The history of the studied countries: modern times (course work) The practical work on Culture speech</p> <p>(Language and literature) Basic foreign language (level B2) Basic foreign language (level B2 advance) Standard grammar of studied language The practical work on intercultural communications Classical philology Literary translation Ancient and medieval history of Korea Stylistics of the Korean language</p>

Continuation of the table

University	Course	Subjects	
	3rd year	<p>(Oriental Studies) Basic eastern Language (level C2) The foreign policy of the studied country The modern Eastern language State-political system of the Korea Korean Literature Ethnography Korea Language of diplomacy and etiquette of the studied country Religion and religious situation of the Korea Source study and historiography of the Korea Linqua-country study</p> <p>(Language and literature) Special foreign language-general (level C1) Special foreign language-special-professional (level C2) Bases of theory of target language Lexicology of studied language The literature of the country of studied language from sources before the XX century Culture and religion of Korea Lingvoculturology Modern and contemporary history of Korea Theory and practice of translation Business Korean language Syntax the Korean language</p>	<p>(Translation and Interpretation) Professional Foreign Language (level C1) Professional Foreign Language (level C2) Special Theory of Translation Interpretation Practice Translation Practice Practice of Informative Translation Practice of Literary Translation Mass Media Language Linguoculturology Translation of Public and Political texts Translation of Economic Texts Translation of Technical Texts Translation of Medical Texts</p>
	4th year	<p>(Oriental Studies) Methods of teaching history / eastern Language The Eastern language for communicative purposes The public-political thought in Korea The policy of Korea in regional and international organizations Language media studied country Socio-economic development of Korea</p> <p>(Language and literature) Foreign language for the academic purposes Language of the press (east) Modern methods of teaching foreign languages Word formation of the Korean language Terminology of the Korean language Modern Korean literature</p>	<p>(Translation and Interpretation) The Theory and Practice of Intercultural Communication Fundamental of Simultaneous Interpreting Translation in Business Communication Juridical Translation Diplomatic Translation Abstracting and Annotating Text in the Target Language Business Eastern Language</p>

(Source: Curriculum (Korean Studies) of Department of the Far East (Al-Farbi KazNU), 2021)

Firstly, in terms of student size every year few as 20-30 to as many as 60-70 new students are recruited at Kazakh National University, Kazakh International Relations and World Language University, that are the leaders of Korean Studies in Kazakhstan. There are approximately 10-20 prospective Master's and Doctoral students who chose to step out on the path of study in the field of Korean Studies at these universities. As the number of national scholarships (characteristics of the country that has survived the socialist system) has increased significantly over

the past three years in the above mentioned two universities, the number of freshmen in the Korean Studies Departments have increased by about 30% (two-thirds of Kazakh National University students are exempt from tuition for four years). This is expected to continue for the time being, and is expected to serve as a positive force in fostering Korean education. The popularity of the Korean language is so high that, as shown in the table above, in addition to the two above-mentioned universities, other educational institutions are also establishing

new educational programs within the department in the form of a second foreign language, humanities or extracurricular activities.

In terms of the number of professors and teachers, the number has grown significantly since the opening of Korean Studies Departments in the two universities. In the case of Al-Farabi Kazakh National University and Kazakh Ablai Khan University of International Relations and World Languages, there are 20 teachers (Korean native speakers and non-native speakers) each who are currently working. It is the highest rate among universities in Central Asia where Korean studies have been established (more than half of the number of professor and teachers are in charge of Korean language education). Surely, the number of professor and teachers of other educational institutions is still insignificant than those of the mentioned above two universities.

It is also worth paying attention to the form of education process of the two leading universities with Korean Studies in Kazakhstan. In these two leading universities, Korean Studies is officially organized and operated by the Ministry of Education into three in-depth majors. Students entering Department of the Far East (Korean Studies) will be educated for four years majoring in either “oriental studies” (based on learning Korean history, politics and economy), “language and literature” (based on learning Korean literature), and “Translating and Interpreting” (based on the learning of Korean language). In addition, in terms of the language of education process, all students are divided into 2 groups (Kazakh speaking groups/Russian speaking groups). This is due to the multinational nature of a country consisting of more than 120 ethnic groups. Kazakh and Russian are adopted as major languages, so education is conducted in Kazakh and Russian (in some cases, English). To sum up, there are three in-depth majors in Korean Studies, and each in-depth major is divided into two language groups inside (3 sub-majors, 6 groups).

The above-mentioned form of education process in Korean Studies is in accordance with the national education policy and is equally applied in other languages. The main purpose of fostering in-depth specialist of Korean language demonstrates the fact, that Korean Studies go beyond simple ‘language teaching’ emphasizing the great importance of training the specialists of the narrow sphere. There is a theoretically positive aspect in fostering experts in each area considered at the national level

Notable is the fact that Korean Studies at Al-Farabi Kazakh National University (although some universities still lack) offers graduate degrees at the master’s and doctoral levels after completing bachelor’s degree. It means that in case bachelor students are thinking about building a successful research career they can study for a master’s degree the form of education alike to bachelor one (in-depth majors). The opportunity to get a scientific degree in the field of Korean Studies also indicates the sufficient development of Korean Studies education. It can be seen that the fact that the other universities except for the above two universities do not have graduate courses in Korean Studies is of considerable significance.

Korean Studies education in Kazakhstan can be examined through external aspects of classroom education since classroom education factors also have a significant impact on it.

Here can be included language improvement of the students through the regular exchange and dual diploma programs, as well as the exchange and cooperation with Korean universities. In order to improve the level of Korean language, the students of Department of the Far East sequentially dispatch students who have completed the second grade to universities it had agreements with in Korea for the first and second semesters to take on exchange student programs. In addition, there are double-diploma education programs in undergraduate and graduate courses, which indicate the constant exchange and cooperation of universities.

Regular external scholarships and donations to the Department of the Far East (Korean Studies) also have a significant impact on the education process of students majoring in Korean Studies. Currently, there are more than 100 Korean companies in Kazakhstan, including large companies such as Samsung, LG, Hanwha, and Hyundai, as well as small marts. Department of the Far East (Korean Studies) is receiving scholarships from these Korean companies in Kazakhstan, Korean companies and private organizations in Korea, and Korean government organizations (Korea Foundation etc.). In addition, donations (mainly prize money or products for winners) are provided at events such as Korean language competitions and Olympiads, Korean Studies Week etc. These regular supports are a phenomenon that can only be found in Department of the Far East (Korean Studies), and are hardly seen in other departments (Korean companies prevail in comparison with others in Almaty). This is also leading to a great

contribution to the Korean Studies education, such as enhancing students' interest and passion for Korean Studies and improving the level of Korean Studies.

The current employment status of graduates
The table below shows the employment status of graduates of Korean Studies Department at Kazakh National University over the past five years.

[Employment status of graduates of Korean Studies during the period from 2016 to 2020]

Period	Students (Graduates)	Employment (job)	Non-Employment	The number of graduates
2015-16 years	10 (abroad 5)	11 (abroad 1)	1명 (marriage)	22
2016-17 years	8 (abroad 6)	12 (abroad 2)	3명 (marriage)	23
2017-18 years	8 (abroad 7)	19 (abroad 2)	1 (marriage)	28
2018-19 years	8 (abroad 3명)	14 (abroad 2)	3	25
2019-20 years	4 (abroad 3)	8	1 (marriage)	13

(Source: Employment report for 2016-17(Department of the Far East of Al-Farbi KazNU))

Over the past five years, the employment rate of graduates of Department of the Far East(Korean Studies) has been high. Except for graduates who chose to marry after graduation, most succeeded in getting a job (including graduates). It is noteworthy that most of the graduates were employed in general jobs (companies), not universities. Surely, there are many graduates who are being employed in elementary, middle and high schools specializing in teaching English or other fields not related to Korean education.

As suggested earlier, there are about 10 Korean language education institutions in Kazakhstan in addition to Al-Farabi Kazakh National University and Kazakh Ablai Khan University of International Relations and World Languages, where systematic Korean Studies education is provided. More than 2000 Kazakhstan people are eager to learn Korean every year through Korean Education Center in Almaty. Currently Korean has not yet been adopted as a second language in elementary, middle and high schools in Kazakhstan. If Korean is adopted as a second language, it is expected that the employment career of graduates of Korean Studies can be further expanded. Moreover, as a result, the number of school graduates who want to enter the Korean Studies Departments will increase, and so the status and competitiveness of Korean will be greatly improved.

Let us have a closer look at training Korean language teachers in university and elementary, middle and high schools in terms of their employment in the related field. As presented above, the Korean Studies curriculum has not got pedagogy-related theories or practical subjects essential for teacher training, such as introduction to pedagogy. Moreover, there are professors of Korean language who simply teach the language, but no specialists who participated in professional teaching training courses. Institutional issues are still first-priority. In terms of the current system and policy of the Ministry of Education, it is systematically difficult to introduce a curriculum or to recruit professionals in order to foster Korean language teachers in Department of the Far East(Korean Studies). Let us consider that the Korean language teachers were professionally trained at the university. However, it is worth recognizing that for such professionals there is still no such school, lyceum or gymnasium. The infrastructure and environment to support their employment are not yet systematically established there.

Results and discussion

The author has examined the foreign language education policy in Kazakhstan in elementary, secondary and high schools, the adoption of foreign

language curriculum, as well as the Korean Studies education situation including Korean and the employment status of Korean Studies' graduates over the past five years. Considering the current popularity of Korean in Kazakhstan, the continued growth of Korean Studies education, and the growth of friendly cooperation and exchange activities between Korea and Kazakhstan, we can expect the potential for Korean to be officially adopted as a second language subject in Kazakhstan's elementary, secondary and high schools in the future. Definitely, if these expectations lead to realization, it will be welcomed for all specialties of Korean Studies, including the Korean language. This is due to an increase in jobs for specialists of Korean Studies, in other words, the area of employment will significantly expand.

However, if Korean is taught as a second language, Korean Studies specialists after graduation will need to overcome very large obstacles in order to continue their work and work activities using their main field (Korean education) in elementary, secondary and high schools. Therefore, taking into account the information in the chapters II and III, it is necessary to consider the methods of training program based on pedagogy for students of the Korean Studies and their further employment.

Conclusion

Efforts to adopt Korean as 2nd foreign language through continuous contact at the government level

In order to implement the 2nd and 3^d points indicated below, it is of paramount importance to "ensure that Korean is adopted as a second language through continuous contact at the government level (contacts between front-line working-levels). Alternatively, it is necessary to create a situation to gain an interest and a support of the Ministry of Education of Kazakhstan, so that Korean is given a status equivalent to that of a second language or Korean language courses can take place officially. If these paramount measures or equivalent circumstances are not formed, it is believed that it will not be easy to obtain an institutional justification for the adoption of an additional Korean language curriculum or the provision of professional personnel for the training future Korean language teachers.

An additional adoption of education curriculum to foster Korean teachers

Based on the fact that paragraph 1 mentioned above is possible, the next task to be done is to "introduce a curriculum related to teaching the Korean

language and training teachers at in field of Korean Studies"(Interview with Serikbayeva Zaripa, 2021). Looking at the situation for a while, there are currently about 10 Korean language education institutions in Kazakhstan, including Kazakh National University and Kazakh Ablai Khan University of International Relations and World Languages. However, even in the above two universities, which possess the most Korean language education system, curriculum for fostering Korean language teachers has not been introduced due to the policy on education or institutional problems of the Ministry of Education of Kazakhstan. In addition, in other universities except the above two universities, the infrastructure for implementing the Korean language education is not good, and the introduction of additional curriculum to foster Korean language teachers itself are overshadowed. However, if paragraph 1 can be transferred to implementation, it is believed that an additional curriculum for training Korean teachers can be introduced to front-line Korean Studies Departments under legal and institutional reasons.

Establishment of a teacher training education system by reinforcing professionals in the field of pedagogy

Based on the fact that paragraph 1 mentioned above is possible, as important as the introduction of an additional curriculum for teacher training is to "establish a teacher training education system by securing professional manpower to train those who are eligible for teaching"(Interview with Pak Tatiana, 2019). Currently, there is no Korean teacher training program in Kazakhstan's educational field as in Korea. As an example, graduates of Department of the Far East(Korean Studies) at Kazakh National University are eligible to teach Korean at elementary, middle and high schools without completing a separate teaching course (if Korean is established and there is a need in their hiring). However, there is no professional manpower able to teach the teacher training subjects (educational theory or practice, etc.) in the field of Korean language education. Korean language teachers who are currently working in the field of Korean Studies are the ones who have not received separate teacher training.

Preparation of a certain level of salary guarantee for Korean teachers

Currently, the salary level in Kazakhstan's educational field is low. Low salaries reduce the desire and motivation of teachers and professors. In addition, the quality of lectures deteriorates and weakens the organization's competitiveness and discipline, which leads to damage to students'

learning process. It is just the law of a nature. Therefore there is a “need in security measures in any form and even for a short term period to guarantee a certain level of salary” for those who are employed as korean language teachers in elementary, secondary and high schools (Interview with Serikbayeva Zaripa, 2021). These security measures can be said to be the most important practical condition in relation to the employment problem of Korean language teachers. It will lead to considerable pride in their status and will have a great influence on motivation for the teachers involved in teaching process. In addition, these salary security measures are expected to lead to great motivation for students who dream of becoming Korean language teachers after graduation and enhance competitiveness in the job.

Establishment of a joint management system for teacher training projects between the Department of Korean Studies and Korean Center

The role of Korean Studies Departments in universities is also important during a series of

courses such as teacher training and employment, however the “interest and role of the Korean Education Center in Almaty is absolutely important”. It is expected that the management of the Korean Studies Departments, which trains teachers of the korean language, will also work on the project with constant interest and responsibility on a par with the Korean Education Center in Almaty, which shows some interest and provides support for the implementation of this educational project. To this end, it is necessary to “check the progress of the project with bilateral meetings (seminars, councils) at regular intervals”. In this process, the Korean Education Center in Almaty also needs some strategies to encourage the leaders-members of the Korean Studies Departments. Unlike Korea the process of training korean language teachers who have passed korean language pedagogy courses is absolutely impossible without the real support and interest from local leaders of the Korean Studies Departments.

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