The Economic Achievement of China's Education Linking with South Korea

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Abstract. This article introduces the development history of China's education model since 1949 and South Korea's education model since the 1950s. In the paragraph, the influence of the two countries' social culture, economic conditions, and political policies are brought into the discussion of the educational development route. Then, based on China's development model, compare the different experiences of the two countries and explore the possible development direction and potential. In this comparative study, the article points to the relevant success of Chinese education. The leading principles and more radical policies of the revolutionary era have helped the whole nation's primary education and improved the inequality of women's education to a certain extent. For Korean society, there have also vigorously developed basic education and achieved outstanding results in reducing illiteracy. At the same time, they also received guidance from western education policies and assistance from educational materials. This article shows three aspects that have an essential impact on education. First, due to the social influence that men are superior to women, equality of educational opportunities for women in South Korea is challenging. Second, Korean students face higher pressure than Chinese students to obtain admission notices from excellent universities. Third, China and South Korea's economic development must face international economic development. Both countries' success and attention to education will improve the path of sustainable economic development.

Keywords: Economic achievement; Education model; South Korea; Sustainable development.

1. Introduction

China's economic growth and influence have gradually improved. Since 2000, China's GDP has shown an exponential upward trend, from 1.21 trillion in 2000 to 17.73 trillion in 2021. In addition, "China runs the largest education system in the world." It is about almost 260 million students and over 15 million teachers in about 514 000 schools [1]. The rapid development of China's economy and running the world's largest education system are why more and more countries have begun to pay attention to the reform and development of China's education system and the numerous factors behind economic development. The change and implementation of educational policies have greatly affected the development route of China's economy. Due to China's particular socialist system, China has decided to implement an educational system dominated by the government and supported by all sectors of society. The government's investment in and policy support for China's educational development are the reasons for the rapid development of China's education. China's educational reform is both a hot topic in the media and an essential task for the government. China's education has gradually changed from "examination-oriented education" to quality education, but it still cannot change the exam-oriented education system. The exam brings students too much academic pressure. Although the Chinese government intends to regulate and put forward the "double reduction" policy, Chinese students still bear great academic pressure. Like many other countries, China's economic development is closely related to the country's education. In retrospect, China has experienced many stages in the development of education, among which China has faced many challenges and mistakes. context will also introduce the development of China's education system in the article and analyze the difficulties encountered in the reform and development of China's education system and the achievements made today.

In China, "according to statistics, since 1978, the government's education investment has increased yearly. From 2012 to 2022, the proportion of China's education expenditure in GDP has remained

above 4% [2] for ten consecutive years, and there is still an increasing trend [3]." The great investment of the country has proved the importance of education for developing the national economy. Since the 1980s, China's rapid development, open-door policy and the growing trend of globalization have led to an unprecedented increase in economic-driven rural-to-urban migration. More and more rural residents migrate to urban areas to seek better job opportunities, thereby alleviating family poverty [4].

In South Korea, the state has never ignored the reform of the education system. Based on this influence, the modern Korean economy proliferated and made remarkable achievements in reducing poverty. The policies of the Korean government led to average annual growth of 5.45% of the actual gross domestic product (GDP) from 1988 to 2019. This strong performance benefited from the 9.27% annual average export growth in the same period. As the first former recipient country to become a member of the Development Assistance Committee (DAC) of the Organization for Economic Cooperation and Development (OECD) in 2009, South Korea's per capita gross national income (GNI) rose rapidly from $67 in the early 1950s to $33790 in 2019 [5]. To a certain extent, South Korean society's emphasis on education has stimulated the impetus for the South Korean economy to improve.

Nowadays, more and more countries begin to attach importance to their own educational development and try to explore a more suitable educational system. Before that, studying and analyzing China's educational achievements has become increasingly important. This article will first systematically analyze China's education process and education system reform. Focus on analyzing various influences and achievements in the chronology field. Secondly, the education and economic development of South Korea will be introduced vertically. In this process, the role of Korean education in economic achievements and the possibility of future social development are analyzed. On this basis, the article will compare and contrast various situations of the two countries to feed back the relevant relationship between the development of China's education model and the role of education in the economic achievements of other countries.

Based on the above discussion, how each country develops education to promote the sustainable growth of the national economy is still a significant problem to be solved. Therefore, this paper discusses the main body of the article including the History of social and educational development in China and Korea. Also, the main body of the article will be three central analysis angles to discuss the topic further. These three perspectives are all related to the impact of education on national economic development potential. The first is gender equality in education. Secondly, the state attaches importance to and invests in the development of science and technology. The third is to integrate with the world economy. The third is to integrate with the world economy. After that, the article will first focus on exploring the relationship between China's education and political and economic development. Secondly, the article will illustrate other educational reforms and developments. Finally, the article will explore to what extent the economic development achievements brought by China's education system can resonate with other countries or any enlightenment contained therein. In addition to China, the article will focus on the direction of education development in South Korea. Because Korea and China are close to each other in geographical location, the gap between their cultural backgrounds is small. The traditional Chinese culture has had a significant influence on Korea in history. However, their education systems are quite different due to the different political systems of the two countries, so this paper will focus on comparing the education systems of China and South Korea. In addition, the article will also compare the relationship between South Korea and China's educational achievements. To explore the economic potential and development impetus behind education development in any of these countries, to help other countries find the education system suitable for their countries.

With China's economic growth and increasing influence, more and more countries have begun to pay attention to China's development policies in all aspects. Among them, the change and implementation of educational policies have significantly affected the development route of China's economy. Like many other countries, China's economic development is closely related to the country's education. In retrospect, China has experienced many stages in education development,

among which China has faced many challenges and mistakes. Nowadays, more and more countries are beginning to attach importance to their educational development and explore a more suitable educational system. Before that, studying and analyzing China's educational achievements has become increasingly important. First, this article explores the relationship between China's education and political and economic development. Secondly, the article will give examples of educational reform and development carried out by other countries in the world. Finally, the article explores to what extent the economic development achievements brought by China's education system can resonate with other countries or any enlightenment contained therein. In addition to China, the article will focus on the direction of education development in South Korea and the various obstacles encountered in education development. To explore the relationship between them and China's educational achievements, and on this basis, to explore the economic potential and development impetus behind any education development in these countries.

2. General Observation and Analysis of China's and Korea's Education History

2.1 History and Development of Chinese Education

Chinese planners have always been concerned about how to build a strong, unified and prosperous country. Such expectations have affected the education policy in China. Both the Chinese government and the people have been working hard to adapt education to society. In order to better understand the changes that China's education development has brought to the overall Chinese society and economy, it is necessary to expand the historical changes in education development since the founding of the People's Republic of China in 1949. In the Chronosystem of educational information. It is comprehensive, including historical, political, economic, social, and cultural development. Among them, the history of China's education development can be divided into these stages. The first stage was the early days of the founding of the People's Republic of China. Around the 1950s, the education system was a scientific design following the Soviet model. It uses hierarchical implementation plans to achieve rapid industrialization and capital accumulation. The education system is highly centralized, which also leads to a considerable part of students with academic and talent cannot get a proportionate education investment.

The second stage is the 1960s, and the social background is the proletarian cultural revolution period. Education development is affected by ideology, and the pursuit of super egalitarianism has become increasingly radical. The core idea is that "instead of investing many resources to cultivate the technocratic elites who may not be willing to serve the poor, it is better to put the basic knowledge and science and technology in the hands of farmers and workers because of the high education system [6]." After the height of the Cultural Revolution, large numbers of urban students were sent down to the countryside for several years to learn from the peasantry [7].

In general, urban areas have been affected by unsatisfactory situations. Under the influence of ideological classes, school tenure has been shortened, examinations have been canceled, political recommendations and class backgrounds have determined the progress of learning, and educational standards have declined. During this period, however, rural areas benefited from egalitarianism. The number of schools has increased significantly, and the curriculum provides farmers with the basic literacy and computing skills needed to manage production and receive political education [8].

Under the influence of firmly promoting educational egalitarianism, family origin, educational level, and gender differences have been diluted. The next stage was the 1970s, when the national development trajectory again tended to be empiricism rather than radicalism. The emphasis on teaching quality and the popularization of higher education contribute to the rapid development of national modernization. However, on the other hand, compared with rural areas, the advantages of urban education resources can make them more beneficial. Therefore, in the 1980s, to promote the market economy's transition, nine-year compulsory education was required to be universal [9,10].

The educational reform has not only increased the income of rural families but also increased their burden. In the 1990s, with the deepening of market reform, China's return on education rose steadily.

In the 21st century, considering the one-child policy's negative impact and the labor market's increasing competitiveness, the education sector began to attach importance to "SuZhi" education. Pay attention to the all-inclusive development of students' music, culture, and sports. The improvement of Suzhi may be understood as the individuated process of development - each person had to work to improve him or herself and the state's role was to create conditions that facilitated such improvement [11]. With the development of China's modern society, more and more international trade is carried out. Therefore, more and more planners and educators exposed to overseas education models begin to pay attention to whether China's education system can promote the relationship between education level and international trade. And development is necessary for disadvantaged social groups to catch up with powerful social groups and for China to catch up with the global economy as a whole [12].

In these cases, there can be seen that the changes in national policies and the development of economic culture have a crucial impact on the education system and model. Similarly, changes in the management of school institutional models in China will also affect educational outcomes to varying degrees. In an experiment on institutional management changes in Gansu schools, a study explored how the degree of interest in the learning environment affects learning efficiency. Social stratification has led to educational inequality in regions with different economic capacities from beginning to end [6]. In addition to expressing the consensus on the value of scientific theory, it is important for China to modify its educational policy to meet perceived economic and political needs at all times. At the same time, they also reflect how China's changing development mode affects all aspects of education.

2.2 History and Development of Korean Education

The history of Korean education. School education in the modern sense probably began at the end of the 19th century. Although Korean has its own language, Chinese character education has always existed [13]. Therefore, the influence of the Chinese on Korean education is profound. Not only that, Confucian culture also has a great impact on Korean society, which leads Korean families to pay more attention to children's education. South Korea's Common Education is diversified. It has not only come into contact with the influence of Chinese character culture in the past, but also received a lot of western educational knowledge and culture in modern times. The Republic of Korea vigorously promoted the popularization of general education in the early days of the founding of the People's Republic of Korea. The primary school enrollment rate rose from 54% in 1945 to 93% in 1956 [13]. Regarding secondary education, the number of schools has increased by 5.9 times, the number of teachers has increased by 5.7 times, and the number of students has roughly increased by 7 times. However, due to the Korean War between 1951 and 1953, the fragile South Korean economy suffered a heavy blow. Fortunately, in addition to the government's investment and the support of local students' parents, international assistance, such as UNKRA and ICA, has brought financial assistance to rebuild classrooms. At the same time, the education mission from the United States and the UNKRA aid project commissioner was sent to South Korea, providing great help to the local classroom. Specifically, improvement has been made in the curricular organization, teaching methods, educational evaluation, and other techniques in education. They especially participate in the elementary field [13]. Therefore, from the perspective of history and ideology background, it can be said that primary education in South Korea combines local culture and western education model information. The basis of higher education in South Korea is more complex. Before the liberation of South Korea, there was only one university and twenty-five colleges, all of which were mainly for the Japanese. Today, the number of Korean colleges and universities is increasing. There are about 80 colleges and universities in Korea. The increase of quantity shows the demand for higher education talents and the vitality of education development in Korea. The increase in the number of higher educations has brought about a decline in the quality of higher education. Aid and influence from the West are important factors that constitute the basis of Korean education. UNKRA, ICA, and other aid agencies realized the shortage of education in South Korea, so they introduced foreign professors to

South Korea and sent Korean professors abroad to help South Korea develop education again and again. However, the number of professors exchanged in this way is still very small [13].

Along with the "National Scientific Movement" (chon kungmin UI kwahakhwa undong) The establishment of relevant vocational schools were combined with the heavy chemical industry industrialization plan launched by the government in the same year. The Korean government does not invest much in education - about 4.5% of GDP, compared with 7.5% in the United States [14]. The proportion of compulsory education expenditure in total government expenditure in South Korea was 15.9% in 1972, 18.4% in 1985, and 25.6% in 1991, which was second only to national defense expenditure. Through efforts, South Korea fully popularized six years of free primary education in 1976. In 1989, the primary school enrollment rate was 99.8%, the ratio of primary school to junior high school was 97.8%, the ratio of junior high school to senior high school was 91.9%, and the ratio of senior high school to university was 43.2%. In the same year, there were 300 college students per 10000 people. As early as 1971, 41% of South Korean officials at or above the rank of deputy director were graduate students, and 57% were college graduates. In 1978, among the officials at or above the department level in several competent departments of the Korean government concerned with economic development, 22% were graduate students, and 72% were college graduates or undergraduates. Currently, the vast majority of government officials, teachers of primary and secondary schools and kindergartens, and the leading managers of enterprises have received higher education [15].

Thus, it can be seen that South Korea attaches great importance to education, which is an important reason for the rapid development of the country.

3. Comparative education and social background conditions between the two countries

First, China and South Korea are essential representatives of East Asian countries. Among them, they have always been associated with their cultural history. The similarity between them is that they are both influenced by Confucianism. This makes the people of both countries attach great importance to education. The intuitive embodiment is that the people are enthusiastic about learning, the government invests more, and the private invests more. Therefore, it has greatly promoted the process of educational development. Regardless, both countries have been significantly damaged by World War II and internal affairs and faced with the essential social background of a large population and high illiteracy rate. Therefore, both countries have greatly reduced the education cost and improved the national literacy rate through the continuous reform of the education system.

Second, the economic systems of both countries have been reformed, and the demand for educational talents has increased. China implemented the economic reform policy and opened up in the 1970s and 1980s. It has brought new competitive links and the ideology of meritocracy. The recovered vital schools are located in urban residential areas. These children enjoy a better learning environment and a family environment that is more conducive to improving their academic performance [16]. However, rural areas relatively lack education. Therefore, in 1995, China issued a new Education Law, which stipulates that the state should support the development of education in poverty-stricken, border, and ethnic minority areas [16]. In the 1990s, China's rate of return on educational achievements rose steadily with the deepening of market reform. The dissolution of communes, the rise of private markets, and the relaxation of restrictions on mobility from rural to urban areas have created conditions for rural people to make money outside the farm. Although the development strategy based on overexploitation of surplus labor does rely on a large number of rural people engaged in low paid trivial work, with the development of economic diversification, higher paid non-agricultural work disproportionately flows to those who have more training, education and information [17].

A better competitive environment has brought about a more prosperous economic market. In South Korea, as in China, there is a relatively stable education system. At present, South Korea has 6 years

of compulsory education. The length of schooling of junior high school, senior high school and the university is 3 years, 3 years, and 4 years respectively. There will also be other adjustments on the pillar of the education time system of this plan, such as vocational high school and two-year junior college system. In the 1970s, South Korea conducted Saemaul Undo, also known as the New Community Movement. This campaign aims to correct the widening gap in living standards between rapidly industrializing urban centers and small villages that continue to be mired in poverty. To a certain extent, it has improved education equality between the Korean elite and the lower social strata. Like China, the market economy competitiveness of South Korea has become flexible.

The difference is that 80% of high schools and universities in South Korea are private, while most of them are public schools in China. In the face of various and complex situations, the admission qualification of Korean public primary schools, junior high schools, Senior high schools depend not only on the examination results but also on the living conditions. There will be systematic inequality in educational plans in the social class set. According to analysis, the quality of schools will decline if they enter local cities, small cities, and rural areas. However, the suburbanization of the wealthy class has just begun. Therefore, compared with the United States, where all societies and ethnic groups are concentrated in the same area, the school districts in South Korea are still diverse regions [14]. Education perpetuates the exclusiveness of the elite through self-improvement, further proving their special status. Compared with the background that China experienced a very radical socialist cultural revolution in the 1960-1970s, China has primarily broken the structure of traditional social stratum estrangement and unequal educational opportunities. At the peak of the Cultural Revolution in 1966, a large number of urban students were sent to the countryside to learn from farmers for several years [10]. Because the country is firmly committed to using education to promote egalitarianism

The link between family background and education has been significantly weakened. During this period, the link between gender and educational inequality was also weakened, although not eradicated [18]. Although many critics pointed out that the Cultural Revolution was a disaster for education many people benefited from the promise of egalitarianism: the number of schools increased significantly, and the curriculum provided farmers with the basic literacy and computing skills needed to manage production and receive political education [8,19].

3.1 Gender equality in education

In a country's educational development path, gender equality of the right to education is crucial. However, a woman's role in education is not as simple as that of a student. Women are generally about half of the country's total population, and women's labor force is an absolute force that can not be neglected for social and economic development potential. In modern society, the labor value that women can bring is not limited to their physical difference from men. Still, more is their educational experience and social experience of exercise. These concerns can be effectively improved through education and some guidelines.

Another noteworthy point is that women are usually the first children's teachers as mothers of children. Suppose the child's first teacher is a cultured and temperament mother who has received an excellent education. In that case, this will not only improve the educational opportunities for the next generation of children but also bring them a better educational growth environment to help them continuously enhance their personal value in the future. In China, although it was a society with radical political influence during the Mao era and the Cultural Revolution, the society narrowed the gap between women and men with high efficiency. As a result, especially in rural areas of China, more and more women can have the same opportunities to study and work as men.

Another example is China's one-child policy, which began in the 1980s. Under the influence of the one-child policy, especially in urban areas, many families with only daughters will support their daughters' education more logically for their daughter's feelings and the potential of family development. It is not necessarily gendered for some families to determine the educational resources. Instead, they pay more attention to the educational potential. With the reduction in family size,

although the preference for sons still exists, many families are unconsciously forced to provide more investment and opportunities to their daughters. This has dramatically improved the equal educational opportunities for Chinese women [20].

In Korea, as in the early days of China, it was a severely patriarchal society. In this view, women's education is generally regarded as meaningless, and women's value is often confined to marriage and family work. The conflict between patriarchal and capitalist interests concerning the exploitation of women's labor is unique in the history of the interaction between the two systems [21]. South Korea has integrated itself into the world capitalist economic system as a subsidiary country through its relationship with the United States. This differs from the Communist Socialist People's Republic of China, which was established through reform. South Korea has not had a very radical gender social reform like China. In Korea, the development of capitalist schools is accompanied by gender inequality. With the expansion of primary education and the active development of literacy campaigns, women's literacy rate has significantly improved.

Nevertheless, those women in poor areas cannot afford the increasingly expensive education costs to continue to improve themselves. Many young people are also facing the dilemma of increasing the cost of education. In the future, both China and South Korea should attach importance to the topic of gender equality of the right to education. Reducing the cost of female education and promoting gender equality awareness may be the direction that South Korea can follow in China. Suppose the problem of gender equality in education cannot be solved. In that case, the overall development potential of the country will be reduced, and the gap in economic development will become larger and larger.

3.2 Investment on Science and technology

National science and technology development is closely related to the investment of national colleges and universities. If a country has a world-renowned and prestigious research institution or university, its development potential is excellent. In this regard, China implemented the 985 Project and the 211 Project in the 1990s. Project 985 was a major decision made by China at that time to build a world-class university. The 211 Project is a construction project for China focusing on building about 100 colleges and universities and several key sciences to face a new era. The two projects aimed at building several world-class universities and several well-known universities with advanced world levels have received a large amount of national investment. The schools of the 985 and 211 projects are generally recognized in the Chinese job market. Every year, hundreds of thousands of graduate's graduates from these institutions of higher learning and join in the work and social development. In South Korea, the road to full industrialization began in the 1970s. The focus of education began to shift to the national competition for key university degrees. At the same time, the Korean government chose to focus on supporting some important enterprises based on the situation and gave them a series of preferential policies. Later, to some extent, this led to the rise of corporate chaebol. These 10% giant enterprises have created nearly 90% of excellent jobs in South Korea. The labor force distribution has become deformed, and the social and competitive pressure has increased yearly. Korean students can only find a better job and improve their social status is to enter the top "SKY" universities. They are Seoul National University, Korea University, and Yonsei University. However, only 2% of the students have the chance yearly. Under the influence of this environment, there is more and more private education in South Korea. The phenomenon of private education is a market response to the education demand that unified public education cannot meet [22].

According to the research data provided by Statistics Korea, in 2019, the cost of private tutoring classes in Korean society was 21 trillion won, an increase of 7.8% over 2018. Although the data decreases yearly, it is still a considerable sum of money [23]. Ironically, democratic education has become a mechanism for creating and legalizing new classes, even though it provides opportunities for the humblest people to move upward [24].

South Korea's social resources are not as abundant as China's, which leads to fewer development routes for graduates and intensifies the pressure of competition. The number of schools recognized

by large enterprises in South Korea is far less than in China, which causes South Korean students to invest more efforts and funds in extracurricular counseling to ensure that the probability of becoming a top school is improved. The gap between rich and poor is more difficult to narrow in this environment, and the country's economy will be affected.

3.3 Integrate with the world economy

An essential way to reflect the value of education is to link education with the national and world economies. Implementing the Belt and Road policy has affirmed the influence of China's economy on the world stage. Whether it is foreign trade, investment, overseas construction and participation in foreign enterprise work, these projects need more and more educated talents to complete. The supporting force of China's economic integration with the world is the young people with knowledge and literacy, which is particularly important to ensure their education path. Like China in Korea, Korean enterprises have actively participated in international trade. In the 20th century, South Korea was one of the "four small dragons" in the Asian economy, and the world recognized its financial industry and product trade as one of the most influential countries in the world. This is also inseparable from South Korea's education popularization policy. The cultivation of talents has brought about the economic achievements of industrialization. Today, under the influence of the COVID-19 pandemic and Donald J. Trump's policies Deglobalization, both China and South Korea have encountered difficulties in economic development. Some factors cannot be interpreted from the perspective of education. However, it is an important development direction on how to make educational talents connect with broader development space.

4. Conclusion

The article first introduces the history of modern education development in China and South Korea and expresses some relevance and differences between the two countries in this narrator. After that, the article mainly describes women's role in education and whether they can enjoy equal educational opportunities. To a large extent, women's right to education can determine the embodiment of educational achievements, which will eventually play a role in the labor supplement of educated talents in the overall country. At the same time, the argument will cover the cultural and social influence of China and South Korea to bring the argument into educational and economic achievements systematically. Finally, it will mention the different change experiences of China and South Korea, as well as the possible development trend in the future. Then, the article discusses the state's construction of colleges and universities and the relationship between the state's socioeconomic development policy and educational policy. At this level, different investment strategies for constructing institutions of higher learning have been extended, and the college admission system will also be highly related to this. In order to link the economy and the application of the social labor force, it has become vital information to implement the practical problems faced by middle school students in society, such as school entrance and employment. The young generation largely determines the overall economic development potential of the country in the future. Moreover, they are closely related to the higher education policy. In this case, the value of discussing the connection between the topics of college entrance, studying abroad, and employment in the two countries is particularly prominent. The article further discusses the relationship between world economic development and educational topics and points out that a broader development environment is an essential aspect of reflecting educational achievements.

The state attaches great importance to the return of education. But also because of this, its impact on education will affect the efficiency of social and economic development to a certain extent. Back to the main idea of the article and the possible connection between China's educational development and economic achievements and other countries. The value of this problem is reflected mainly in its combination with Bronfenbrenner's ecosystem theory and the emphasis on some elements in education. Under the fluctuation of policy and environment, students' Macrosystem has been changed.

They will therefore have very different development results. For example, children in border areas and poor areas under compulsory education have more development potential. In addition, the return on higher education under the reform of the market economy has made many families turn to poverty while also improving the country's development level. The competitive pressure in the talent market is increasing all the time. These elements appearing in China and South Korea will affect a person's personal value and ultimately affect the country's overall economic development. Therefore, it is crucial to explore the country's needs for the focus on educational development.

This study still has many limitations. Many topics still have the opportunity to explore in depth through more information. Nevertheless, it is worth affirming that the development of a country or the direct connection between multiple countries cannot be separated from the thinking of the future development of education. Therefore, whether one country's educational methods and relevant policies can be applied to other countries to help the sustainable development of the world is also a question worthy of consideration.

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