

METHODS AND PRINCIPLES OF TEACHING THE KOREAN LANGUAGE AS A SUBJECT

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Annotation. *This article is on the topic of the method of formation of writing skills in Korean, in which the types of methods used in the process of explaining this topic to students and strengthening it are explained in detail. In the study, the ways of mastering the subject using a number of modern teaching methods are shown.*

Keywords. *Korean language, pronunciation, methodology, oral speech, language norms, normal tempo, correctness of speech, general, features include and ect.*

Teaching the Korean language and learning it on a large scale means owning this language as a means of communication that is a leader in world science, economy, and culture. From this point of view, it is important to use modern educational methods in teaching this language.

In the process of teaching a foreign language, especially the Korean language to students, special training and experience are needed for the pedagogical staff. Teaching the Korean language to foreign students requires not only a special approach, but also a well-thought-out curriculum and interactive methods.

As we all know, when teaching the first Korean language, the phonetics department should pay special attention to the pronunciation of letters. If the teaching pedagogue does not take a special approach to this process, students will have the wrong pronunciation of some sounds, which will later cause big mistakes. For example,

- students are afraid to speak in front of a group, to compare their success with the results of others;
- they do not understand some linguistic phenomena or are unable to master the entire grammar, vocabulary and lexicon;
- they worry that they don't have enough time or opportunity to learn the Korean language, they feel like they are wasting time and effort on learning the language;

Among the most important principles of learning it are: ensuring and supporting interest in the formation of new skills and using already formed ones. The problem of the principles of teaching is discussed in the "Methodology of Russian language teaching"¹ (Berlin, 1955), which is the object of research by the German scientist O. Hermenau, and the American philologist R. Lado "Problems of teaching foreign languages" (York, 1964). It should be noted that the learning principles proposed by the above authors do not reflect the essence of learning principles. They are connected with methods and ways of teaching foreign languages. M. V. Lyakhovitsky talks about this feature. In the system of principles named by O. Germanau, "the uniqueness of the language and its teaching methods are more noticeable."

¹ Minyar-Beloruhev R.K. Elementary grammar for foreign language learners // Foreign languages at school, 2000. - No. 4.- B.134



M.V. The principles of education put forward by Lyakhovitsky and the American scientist R. Lado are based on different criteria:

- others describe the characteristics of the studied language material (writing as a reflection of oral speech, language norms, normal tempo and correctness of speech);
- others focus on educational goals (model acquisition as mastery skills), (speaking practice instead of translation, etc.).

Regarding Korean language teaching, we believe that M.V. The teaching principles founded by Lyakhovitsky are of particular importance. In revealing the essence of the principles of teaching foreign languages, the author proceeds from the specific characteristics of foreign languages. M.V. According to Lyakhovitsky's point of view, the principles of teaching foreign languages can be divided into the following.

1. General 2. Private 3. Special.

The scientist refers to the general principles of teaching foreign languages as follows:

1. Communicative and speech direction
2. Taking into account the specific features of the mother tongue
3. The main role of exercises in all areas of language acquisition.

Features include:

1. The principle of learning by speech samples.
2. The principle of harmonizing language teaching with speech practice.
3. The principle of relevance of the main types of speech activity.
4. The principle of professional orientation of educational material.
5. The principle of oral promotion in the initial teaching of reading.
6. The principle of intensity of the initial stage of education.

Specific teaching principles include:

1. Principles of selection of educational material;
2. The principle of teaching to read;
3. Principles of using audio recordings, etc.

The system of teaching principles proposed by M. V. Lyakhovitsky is widely used in the process of teaching foreign languages, including Korean. However, some of them, in particular, the principle of professional orientation of the educational material, are based on the point of view of higher education.²

Paying great attention to the teaching principles put forward by M.V. Lyakhovitsky, I would like to emphasize that in teaching foreign languages, including Korean, the learning principles developed by classical didactics play an important role, such principles: accessibility, awareness, gradual complexity of educational material and increase of students' independence, connection of learning with life, systematic and others.

A review of the literature on the problem of educational principles reveals a lack of conceptual research on this issue. At the same time, "properly formulated principles become a material force that has a significant impact on the practice of foreign language teaching." Based on this, we will try to further express our opinion on the principles of teaching the Korean language based on the work we have considered above.³

² Kim A. T. Problems of studying Korean language and literature in the Tashkent State Pedagogical University named after Nizomiy. - After 10 years. (On the occasion of the 10th anniversary of the Korean association, cultural centers of Uzbekistan. Tashkent-Seoul. 2001, p. 67-71;

³ KimG.N. About the state and prospects of Korean studies in Central Asia in the post-Soviet period. - Koreans and the Central Asian region, the Second Kazakhstan-Korea International Conference. Issue 2, 2002.



With all the diversity and importance of the above educational principles, the decisive factors are:

1. The principle of developmental education.
2. The principle of communicative and speech direction.
3. the principle of connection of the main types of speech activity.
4. The principle of learning based on speech samples.
5. The principle of situational and thematic organization of communicative content.
6. The principle of role-based organization of the educational process.
7. The principle of free choice.
8. The principle of innovation.
9. The principle of social - cultural, spiritual, educational, humanitarian direction.

In the above-mentioned principles, the psychological, pedagogical and didactic laws corresponding to the nature of innovative education are expressed. The implementation of these learning principles in the process of teaching the Korean language helps to solve the problems related to the education of students' spiritual culture and the formation of their democratic views.

The main principle of education is the principle of developmental education. Elkonin, V.V. Davydova, S.L. Rubinstein, L.S. It caused the interest of Vygotsky and others.

The essence of the concept of "developmental education" was defined by academician L.S. According to Vygotsky, teaching should be active based on learning the nature of children's activities. "Education," he emphasized, "is good only when it is ahead of progress." Such an approach to education requires the formation of students' skills to take independent steps in knowledge. This, in turn, requires a transition from traditional, informational methods to innovative teaching, restructuring of teacher and student activities. In the process of implementing the principle of developmental education, the activity of the teacher is limited only to the transmission of the knowledge system. does not remain, but the new level of knowledge is expressed in creating conditions for students' self-realization, "taking students through the achieved level".

The principle of the development of education is expressed in the system of innovative, interactive methods of teaching, in the use (clusters, synchronizations, reference signals), in the construction of pyramid stories, which we will consider in the second part. Along with the principle of language development, the principle of communicative speech direction is of particular importance. The implementation of this principle is related to the necessity of "continuous communicative work in various forms of oral communication" in Korean language classes, to teach communication in all its functions, cognitive, regulatory, value-oriented and ethical rules. It is also necessary to continuously work with all types of speech activities - speaking, listening, reading, writing practices. The principle of communicative and speech orientation is related to the vital needs of a person, because communication in the form of joint activities, oral communication is a person's is a necessary condition for its development and activity.

Therefore, the principle of communicative and speech orientation implies "in education and speech practice, the main features and conditions of the natural communication process, the motivation of statements, their specific address, dependence on the situation, variability, emotional coloring" .The global capabilities of any language, including the Korean language, create favorable conditions for the formation of the basic skills and abilities of students' speech activities based on the solution of various communication tasks: self-introduction, getting to know each other, so speaking, the ability to tell, inform, ask, describe, exchange information, as well as form speech etiquette according to life situations, etc.



One of the well-known principles of learning is the principle of communicating the main types of speech activity - listening, speaking, reading, writing. This principle is related to the logical connection between the types of speech activity, their interdependence, and the impossibility of studying one type of activity without the other. For example, speaking without listening, reading without writing and vice versa. According to this principle, works related to the main types of speech activity should be shown in Korean language classes. For example, inviting students to listen to a text on tape or read by a teacher or student; recording unclear words and retelling the text orally, sharing your impressions of the text, etc. In the conditions of learning the Korean language in educational institutions, especially at the first stage of education, the principle of teaching foreign languages based on speech samples (speech norms, standard sentences) is extremely important.

In the practice of teaching the Korean language, the principle of learning based on speech samples is widely used, as a result of which a communicative environment is created in the classroom.

The principle of situational-thematic organization of communicative content, which is an integral part of the principle of communicative and speech direction, is an equally important principle. The similarity of these principles is related to their practical orientation, the goal of which is to prepare students for oral communication in real situations.

The principle of situational-thematic organization of communicative content includes the careful selection of materials as close as possible to the various situations of people's lives in order to create a situation of oral communication in the classroom. It is very important to follow. According to this principle, various role-playing (dialogue) games should be used as an effective method in every Korean language lesson.

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