
THE PLACE AND ROLE OF COUNTRY STUDIES TEXTS IN KOREAN LANGUAGE EDUCATION

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Abstract: The article examines the importance of country studies texts in the methodology of teaching Korean as a foreign language. The role of the linguocultural component in the formation of students' communicative competence is analyzed. The author studies the theoretical foundations of linguistic country studies in the context of the Korean language and provides practical recommendations for integrating country studies materials into the educational process.

Keywords: Korean language, country studies, linguistic country studies, linguocultural component, teaching methodology, communicative competence.

INTRODUCTION: In modern language teaching methodology, the use of country studies texts is considered an important tool for developing learners' socio-cultural competence. Country studies texts provide information about the history, geography, political structure, economy, culture, customs, traditions, values, and national mentality of the country whose language is being studied. These texts reflect the lifestyle and worldview of the people who speak the target language and help language learners form a "cultural image" of the country.

Contemporary education in the field of foreign languages is characterized by a shift from traditional grammar-translation methods to communicative approaches. These approaches focus not only on mastering language structures but also on developing intercultural competence. In this regard, the use of country studies texts in teaching Korean is particularly relevant, as Korean is one of the fastest-growing Eastern languages.

LITERATURE REVIEW AND METHODS

The concept of country studies texts has been explored by various scholars in the field of foreign language teaching methodology. Russian scholar G.D. Tomakhin defines country studies texts as "texts reflecting the national and cultural features of the country where the target language is spoken, useful for explaining lexical units and enriched with linguistic and cultural information."

V.V. Safonova views country studies texts as "texts that reflect the national identity, cultural values, historical development, and socio-political structure of the country where the target language is spoken."

To better represent the world of the target language, country studies texts can be supplemented with images, photographs, tables, diagrams, maps, as well as audio and video materials. This makes the texts more vivid and engaging, increases learners' interest, and facilitates more effective assimilation of the learning material.

N.D. Kim, in her monograph "Methodology of Teaching the Korean Language", emphasizes the importance of a comparative study of Korean and Uzbek cultures:

"Comparative study of Korean and Uzbek cultures helps students to understand the similarities and differences between the two cultures and overcome psychological barriers in intercultural communication." The scholar also pays special attention to the development of a systematic model for using country studies texts in Korean language education. This model includes the stages of selecting texts, working with them, developing cultural knowledge, and applying that knowledge in practice.

M.A. Khodjieva, in her fundamental research titled "Linguodidactic Foundations for the Use of Country Studies Materials in Teaching the Korean Language", writes: "Didacticization of country studies texts in Korean language education is the process of pedagogical and methodological adaptation of these texts for effective use in the educational process. This aims to enhance their linguodidactic potential, align them with educational goals and objectives, and make them more understandable and interesting for language learners."

The researcher emphasizes that "the key linguodidactic principles of using country studies texts in Korean language education are communicative orientation, authenticity, cultural comparison, didacticization of texts, integrative approach, and cultural tolerance."

DISCUSSION

One of the key approaches to utilizing regional studies texts in Korean language education is the linguocultural approach. While the communicative approach teaches students to apply language knowledge in practical communication, and intercultural comparative methods help them understand similarities and differences between Korean and Uzbek cultures, the linguocultural approach focuses on exploring the deep interconnection between language and culture, aiming to understand the characteristics of the national mentality reflected in the language.

This approach, based on the achievements of modern linguoculturology, views every language as a "mirror of culture" that reflects the worldview, values, and cultural experience of its speakers. It emphasizes the study of linguocultural units commonly found in regional studies texts (realities, proverbs, idioms, lacunae, etc.) and the comprehension of their cultural and linguistic meanings in order to develop students' linguocultural competence. For example, by reading a text about Korean proverbs, students can grasp their meanings, find Uzbek equivalents, and gain insights into the unique aspects of the Korean mentality.

In language education, the project-based approach is one of the modern pedagogical methods that engages learners in active knowledge acquisition. The rapid development of information and communication technologies (ICT) has significantly influenced the educational process, improving traditional teaching methods and expanding possibilities for implementing new ones. While the project-based approach helps develop students' independent research skills, the multimedia approach focuses on increasing learning effectiveness through modern presentation methods.

This approach is grounded in psychophysiological research, which shows that the human brain better assimilates information when it is received through multiple channels simultaneously. Multimedia tools that combine visual, auditory, and kinesthetic learning styles allow students with different learning preferences to absorb material more effectively. In this context, enriching regional studies texts with audio, video, images, and presentations helps enhance students' visual and auditory skills and improves the overall assimilation of educational content.

For example, a text about the traditional Korean costume Hanbok can be enriched with images, diagrams, and videos illustrating its structure, types, wearing styles, and historical development.

In foreign language teaching methodology, the concept of intercultural competence is gaining increasing significance. In today's globalized world, successful communication requires not only language proficiency but also cultural competence. In this regard, several studies by Uzbek scholars on teaching Korean as a foreign language deserve attention. In particular, R.M. Tojiyev's research titled "Methodology for Developing Intercultural Competence in Korean Language Teaching" offers an innovative approach to Korean language education.

According to the scholar, "developing students' intercultural competence through regional studies texts in Korean language education means not only forming knowledge about Korean culture but also preparing students for intercultural communication, helping them understand representatives of Korean culture, and developing skills for effective interaction." His proposed methodology equips students not only with theoretical knowledge about the Korean language and culture but also prepares them for real intercultural dialogue. It fosters skills for effective communication with Korean culture representatives, encourages respect and understanding of cultural differences, and helps overcome possible barriers in intercultural interaction. This, in turn, enhances students' ability to communicate successfully within the Korean linguocultural community.

Modern information technologies are opening new opportunities in foreign language teaching. In this area, B.Kh. Jumayev's research titled "Methodology of Using Multimedia Tools in Korean Language Teaching" explores possibilities to qualitatively advance Korean language instruction. The scholar proposes a methodology for presenting regional studies texts using multimedia tools and substantiates the effectiveness of this approach from a scientific and practical perspective. According to Jumayev, "presenting regional studies texts through multimedia tools in Korean language education helps develop students' visual and auditory perception skills and assists in a deeper understanding of Korean culture."

Multimedia-enhanced regional studies texts deepen students' knowledge of Korean culture and provide a more comprehensive understanding of Korean society. This, in turn, develops their intercultural communication competence, forms effective communication skills with members of the Korean linguocultural community, and increases the overall effectiveness of Korean language education.

CONCLUSION

Thus, the use of regional studies texts in Korean language education in Uzbekistan has been extensively researched by various scholars. Uzbek researchers have developed the theoretical and practical foundations, methods, principles, and efficiency improvement strategies for using such texts. Their studies serve as a valuable scientific and practical basis for enhancing the methodology of regional studies text integration and for developing students' sociocultural competence in the process of learning the Korean language.

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