MODERN PROBLEMS OF LANGUAGE LEARNING AND TEACHING (KOREAN LANGUAGE)

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Abstract. This study raises questions about linguistic phenomena and their learning. A separate complex question is raised about the connection between thought and speech, the relationship between lexical and grammatical semantics, and methods of teaching both language and literature. This article presents issues of speech activity and communication. In studies of speech activity, it has been established that almost every

speech utterance contains speech phenomena that are not provided either by the language system, or by the norm of language, or by use.

This article also discusses motivational sentences in Korean. This fact forces syntactic science to solve current problems of communication and cognition. The issue of teaching language and literature is also a pressing issue in linguistics. This is due to the fact that knowledge of a language is one goal, another goal is to transfer this knowledge. Teaching language and literature to different students is a particularly complex issue across the entire methodological structure. Some questions and decisions taken can, to some extent, be used in the process of educational and pedagogical activities.

Key words: Methodology, educational technologies, semantics, linguistics, Korean language, oral speech, structure, vocabulary, research, proposal

1. Introduction. Methods of linguistic research

Cultural exchange and changes in the education system, along with the active implementation of pedagogical technologies in language instruction, stimulate the transition to new technologies in all sectors of the economy. Specifically, teaching becomes interconnected and interdependent within the framework of intercultural communication, which requires no lengthy explanation. Seminars, trainings, and other activities of every kind are organized in the present day to satisfy sociohistorical and educational requirements. The pressing concerns raised by these events pertain to language acquisition in relation to its application across various domains of society, including science, technology, economy, and culture. In addition, it is critical to study languages in a synchronous cross-section, that is, in close proximity to the world of the studied language, against the broad backdrop of the social, cultural, and political life of the peoples who speak the language. Additionally, we encounter linguocultural issues arbitrarily in this instance.

Issues of teaching language and other subjects using modern and traditional methods always arouse interest among methodologists. Let us give some facts about the activities of educational organizations teaching language and traditions. Tashkent Sejong Korean School is one of the five regions of the former Soviet Union established in 1991 by local figures from the Gwangju and Jeonnam regions. In Uzbekistan, it was established in the cities of Tashkent (currently Tashkent 1 King Sejong Institute) and Almalik, in Kazakhstan it was established in Almaty and Ushtobe, where Koreans were first forcibly relocated, and in Russia, in Irkutsk. These five Korean schools were the first private Korean schools established in the former Soviet Union, and were opened under the name of Gwangju Korean School. While Professor Lim Chae-wan of Chonnam

National University led the establishment and operation of the school, the Gwangju Ilbo launched a fund drive for the establishment of the school, and Kim Jung-chae, director of the Gwangju North Korean branch of the Unification Center, oversaw and promoted this project, creating the Korean language school.

Tashkent Sejong Korean School, which started in 1991, did not have Korean language textbooks at first. In September 1991, Korean (Basic Conversation) and Korean (Beginner's Conversation/Reading) were published by Seoul National University's Overseas Education Center. These textbooks were used, but in 1997, they were replaced by Korean textbooks produced by the teachers themselves, leading to Tashkent Sejong Korean School. came to be known as a Korean language school. Based on this textbook, Korean textbooks were produced in 2000 and Comprehensive Korean textbooks in 2003. These textbooks were very popular with students, and teachers who teach Korean also use them as reference textbooks, making it easy to learn everything from grammar to conversation and writing. It was a textbook that was systematically created to help.

Tashkent King Sejong Institute operates in two semesters a year, with the first semester focusing on basic conversation and basic grammar, the intermediate class focusing on practical conversation so that Korean can be learned and used in real life, and the advanced class focusing on reading comprehension and text-based study. We made it possible to learn Korean in Comprehensive Korean, improving the level of completion from basic to advanced so that you can get TOPIK level 3 or 4 by learning Comprehensive Korean for about 1 year and 6 months. The textbooks and number of lessons used at the Tashkent Sejong Korean School at the time and the current Tashkent 1 King Sejong Institute are as shown in the table below. Tashkent 1 King Sejong Institute operates three semesters a year. It consists of 72 hours over 12 weeks per semester, and is very popular with many learners. The reason is that you can learn Korean faster than other institutions in a short period of time. And since the vacation is not long, you can continuously improve your Korean language skills.

Tashkent Sejong Korean School serves as an open space for students who want to learn Korean and for active exchanges between universities and companies. By holding study abroad briefing sessions and cultural events, we are expanding the opportunities for students to study abroad and helping universities secure talented individuals. We are also providing company information and employment opportunities through job briefing sessions and various events.

As we see, the activities of educational organizations, using the example of educational institutions in Uzbekistan, actively use the methods that are required at the present stage. Every scientific discipline, in addition to its subject matter, necessitates specific research methodologies. The concept of "method" in both its general philosophical and specific limited meaning. Method, in a philosophical sense, is a process of understanding and interpreting any real-world phenomenon. In essence, a

method refers to a structured collection of research techniques and procedures that facilitate the intentional investigation of a particular subject matter from a particular standpoint. Linguistic methodology may be founded upon an individual language or a collection of languages. Specialization refers to the concentration on a specific level of a language. The structural or functional properties of the language under investigation constitute aspects of methodology. Methodology refers to the incorporation of a specific research technique into the overall research process. We differentiate between the following methods: observation, isolation of linguistic units, generalization of units into classes, modeling, and experimentation. Additionally, we acknowledge the subsequent methodologies:

1. Descriptive method. A system of research techniques known as the descriptive method is employed to characterize linguistic phenomena at a particular stage of their evolution. It constitutes a synchronous analysis method. The method is founded upon the observational method, which involves the intuitive selection of linguistic units and their subsequent synthesis. The objective is to ascertain specific facts or phenomena and incorporate them into the canon of scientific inquiry.

2. Method of primary segmentation: 1) primary segmentation; 2) secondary segmentation, which involves the isolation of structural elements; and 3) interpretation of the structural and nominative communicative units that have been selected.

3. Structural methods. The primary objective is to depict and describe the system of a language by representing its structure. Description the semantic structure of a term is beneficial. It is predicated on the fact that fundamental units of meaning that are interconnected in a systemic fashion constitute the lexical meaning of a word.

2. Teaching language and literature to different students at the present stage

In order to develop a Korean language culture education plan for foreign workers, it is necessary to integrate cultural elements into the language area and improve Korean communication skills by learning Korean culture naturally. For this, matters to be considered include what the learner's needs are, what the needs of Korean fellow workers are, and what linguistic and cultural characteristics are essential for foreign workers, whether linguistically or due to the characteristics of the Korean language, regardless of the needs of the learner and fellow workers. Something to consider. Kim Jun-mo (2015) believed that foreign workers should be familiar with common cultural vocabulary related to work in the workplace so that they can not only have a smooth work life but also adapt well to Korean culture. When examining the reasons for foreign workers' maladjustment to Korean culture, the path culture and hierarchy culture ranked first, followed by food culture, housing, and living culture. Senior culture is one of the most common requirements for foreign workers among Koreans, and it mainly requires the use of Korean honorifics. This proves that informal speech and polite speech are

important elements in Korean language education for foreign workers. When calling people, they do not use nicknames, etc. By pointing out cases such as failing to address Korean colleagues by appropriate titles and not greeting them, it shows that career path culture and hierarchy culture within the workplace are important cultural elements.

Lee Seok-ju's (2002) paper disproves this. We looked at the list of Korean cultural contents, focusing on language etiquette and language content. This list was required as an essential item for foreign workers to adapt to life in Korea, and it can be said that it also meets the needs of Korean fellow workers. The contents are as follows. a) Language etiquette - speaking humbly, asking and refusing requests, responding to compliments, speaking at gatherings, asking questions about personal information. Conversational attitude, conversation between superiors, use of profanity, interference with speech, interruption of speech, taboo expressions, b) Language content - titles and referents, color words, existence and possession, I and we, plural expressions, use of redundant forms, development of adjectives, differences in meaning range.

This study began with the recognition that Korean culture education was desperately needed in Korean language education as part of reducing the conflicts that foreign workers experience in Korean society. This is because if a foreign language learner fails to appropriately respond to the new cultural environment in a second language learning situation, not only will it be difficult to successfully learn Korean, but he or she may not be able to adapt well at work or in society in Korea and may fall behind. Moreover, foreign workers currently in Korea are experiencing difficulties not only in language but also in real life due to cultural clashes, so efficient Korean culture education for them is urgently needed. Since this study revealed that etiquette in language education, which is the starting point of cultural education, is more urgent than anything else, we created a lesson plan for greetings and senior culture, which is an actual lesson plan for language etiquette. The hope is that this study will help foreign workers learn Korean culture and successfully adapt to Korean society.

3. Communicative method in language teaching

The current phase of foreign language instruction in our country is characterized by methodological efforts in response to the escalating intricacy of pedagogical challenges and the pressing requirement to implement novel technologies. When imparting knowledge of a foreign language, the *communicative method* of learning currently demands meticulous consideration. What is the communicative method and what professional development do instructors who employ this method undergo? The objective of the communicative method is to facilitate the concurrent growth of fundamental language abilities (including speaking, writing, grammar, reading, and listening) through the use of upbeat, casual dialogue. Instructors are primarily responsible for instructing students in foreign language communication. By situating the

presentation of vocabulary, grammatical structures, and expressions of a foreign language within an authentic, emotionally charged scenario, the student is more likely to retain the material in a lasting and efficient manner. The communicative approach entails minimizing the psychological distance that exists between the instructor and learner, while primarily addressing the challenge of foreign language instruction through effective communication. A multitude of innovative approaches and strategies for executing template tasks and incorporating game elements into instruction infuse lessons with vitality, foster positive affective states among students, and bolster their drive to learn. By organizing activities such as working "in pairs," "in threes," "in groups," and engaging in discussions on topics of interest to students, instructors can cater to the unique qualities of each student, foster an engaging and innovative learning environment, and enable students to perform a portion of the teaching process unnoticedly.

By utilizing instructional strategies such as working "in pairs," "in threes," "in groups," and engaging in discussions on topics of interest to students, instructors can effectively cater to the unique attributes of each student, foster an engaging and innovative learning environment, and maintain complete authority over the learning process without the students' knowledge. Additionally, it is pertinent to recall the topic of speech performance in foreign language courses at this juncture. This attribute implies that during the instruction of a foreign language, speech activities that solve communicative tasks—finding expression in the acquisition of valuable information through reading and communicating—should be the focal point. Practical orientation in speech does not merely adorn the lesson; rather, it transforms it into its core essence; consequently, all other activities in the lesson ought to be subordinate to the completion of this task.

An alternative solution that warrants consideration is the *integrated character of foreign language instruction*. This approach necessitates the inclusion of listening, speaking, and reading instruction in an 80-minute class for the overwhelming majority of instances. In this particular instance, writing serves solely as a vehicle to instruct other forms of verbal activity during a specific phase of the practical course.

An abundance of diverse aides, encompassing both technical and non-technical varieties, may also serve as a remedy for challenges encountered in communication learning. The imperative nature of this strategy is justified by the fact that, when utilized appropriately, teaching instruments significantly enhance the efficacy of both the instructor's instruction and the students' learning.

Students' linguistic activity is increased during instruction in speaking and reading foreign literature. If the student engages in active speech activities no more than twice or thrice during the practical instruction (for a total of a few minutes), the learning impact of this form of influence will be minimal. Conversely, increased engagement in oral

speech activity facilitates the completion of learning tasks with greater efficiency and within a reduced timeframe.

Indeed, the establishment of an *artificial foreign language environment* emerges as the paramount resolution to the challenges inherent in foreign language instruction. This entails that a significant portion of the curriculum is delivered in a foreign language, with sessions taking place in dedicated spaces furnished with country studies resources and technological apparatus (the more, the more beneficial). The significance of establishing such a communicative atmosphere cannot be overstated, as a foreign language environment can only be created in the context of meticulously planned and adequately outfitted classes, in contrast to all other disciplines.

Before proceeding, it is imperative to delineate the most prevalent deficiencies of conventional practical classes and propose strategies to surmount them:

a) ambiguity or the absence of a distinct objective for practical training. When this occurs, the objective is frequently stated broadly, as in "teaching oral speech" or "teaching to read a specialized text," which is, in reality, the objective of the entire three-stage foreign language course. When presented with such a task statement, both the instructor and the students are uncertain about their respective responsibilities. Given such a set of objectives, it is obviously inappropriate to discuss the educational process's efficacy. In order to rectify this significant deficiency, the instructor must assign three distinct objectives for every lesson: practical, general educational, and educational. For instance, "to instruct students on the process of descending intonation within a narrative sentence" or "to teach monologic utterance (at the two or three sentence level) pertaining to the subject matter of the text..." "to broaden students' understanding of the progression of... (agriculture, industry, medicine, etc.)" on the subject matter of the text; to instill in students a sense of pride for their own accomplishments; to foster reverence for the instructor and the older generation on the subject matter; and to instill in students the determination to surmount challenges in..."

b) The practical lesson's structure is deemed irrational, leading to the allocation of 30-50% of the instructional time towards overseeing completed assignments. As a consequence, a reasonable allocation of time to one or more phases of the course is disrupted. An increasingly apparent negative trend emerges in this regard: educators who lack methodological rigor exert greater control over their students, as they are incapable of implementing and varying effective teaching approaches. While instructing is the primary responsibility of the instructor during practical classes, control should also occur; however, it is critical that control be exercised selectively, with the most crucial exercises and fragments of the material being examined. Building upon the aforementioned, the instructional control methods that sustain learning throughout the control process ought to be the most widely utilized.

c) An example of an irrational structure is the arrangement of practical training in which the teacher's speech activity is significantly elevated (22–33%, according to research data), while the students' speech activity is excessively low (approximately 5%). It is crucial to bear in mind that students have the exclusive use of the first eighty minutes of instruction time. The responsibility of the instructor is to design instructional methods that maximize the time allotment for active learning techniques, encompassing both reading and speaking.

In the course of acquiring proficiency in various languages, linguistic competencies and knowledge are mutually influenced. Observations indicate that in bilingualism, distinct speech content domains are influenced differently by various languages. Proficiency in certain aspects of the grammatical structure of previously learned languages facilitates the learning process of the new languages, whereas hinders the acquisition of the structure of the new language are other aspects of the grammatical structure. In light of the observed trends in practical communication and the increased pace of Korean language acquisition in Uzbekistan, we have been tasked with undertaking this study from two unique perspectives: firstly, from the standpoint of minimal informative sufficiency, and secondly, from the standpoint of communicative sufficiency. In sentences with minimal informative sufficiency in communication, this establishes the necessity of a comprehensive approach to the study of the grammatical and functional-semantic nature of the primary sentence components in modern Korean.

The goal of reading education for Korean language learners is to increase their ability to understand Korean texts as a discourse. The purpose of this paper is not only to stimulate interest in reading education, but also to improve communication skills by improving target language vocabulary and reading comprehension by using traditional fairy tales written for children that often use expressions or vocabulary representing Korean culture.

Looking at previous studies, traditional fairy tales have the advantage of being easy to handle because they are universal in theme and content, and that teachers can freely modify them to suit the level of learners. Teaching traditional fairy tales to foreign learners means improving the functional aspect of language, i.e., reading ability, and conveying Korean culture that reflects Korean life and values. Teaching traditional fairy tales is easy to arouse interest in learning and is a good way to improve learning ability.

In that traditional fairy tales are oral literature, they have the characteristics of spoken language and have a form in which the speaker talks to the listener. The content is simple and repetitive, the beginning and ending of the story have a similar format, and the story unfolds around events over time. And it serves as didactic moral education material for children through the themes of good and punishment and retribution. In addition, while reflecting the unique characteristics of a nation or country, it also has characteristics that imply universal human emotions and culture.

4. Language and cultural-linguistic knowledge in the study

Understanding specific aspects of Korean culture and, without a doubt, the Korean language, is beneficial for grammatical-semantic structure research. By this, we refer to the formation of a sentence as a unit of communication that is adequate. "You can understand a Korean by listening to him to the end" is a statement that is frequently encountered. Such ostensibly trivial deductions reveal intriguing truths; therefore, it is vital to pay close attention to the structure of an utterance. The agglutinative changes that transpire in the base of the predicate and the placement of the predicate at the conclusion of the sentence in Korean communicate not only the semantic content of the sentence but also the speaker's emotional state. Consider inductive sentences written in Korean. Primarily, grammatical affixes and intonation, of which there are numerous varieties (depending on what is conveyed in the sentence—order or request, advice or appeal, etc.—formalize the inductive nature of an utterance. "We" (including the recipient) is the typical subject of inductive sentences. Sentences of this nature are not permitted to include any verbs that possess affixes of the future, present, or past tenses (e.g., *at/ot, get*). Grammatical means of formalizing inductive sentences are formalized by affixes *tzha*, which, as mentioned previously, also formalize the inductive intonation (in some cases *pshchida, sichzhe*, etc.) [1].

Bodocja is onyl hep. Sen'gakkhya pochja, Girigo. (translation: *Let's attempt to do today and try to think.*).

A certain number of examples are analytic forms of the inductive mood with the particle davay, davayte (let, let's) (-ka). This type of volitional speech acts is characteristic of article-essays. For example: "소통합시다"...강기정 광주시장-시민단체 "맞장 토론. "Let's communicate"...Gwangju Mayor Kang Ki-jong and civic groups are "talking face to face" (연합 뉴스. 2023-01-30);

In relation to imperative sentences classified by utterance type, Korean encompasses a variety of imperative forms: When speaking directly to the interlocutor while facing them, the direct imperative is formed by appending the imperative endings *ara/ora, kora/nora* to the verb base: *Palli poara*[2]. (English: *Glance hastily*). When addressing a large number of objects of command or when addressing via the press (or other forms of mass media), indirect command is typically employed. The scientific observations unequivocally validate the significance of the current investigation, given the lack of research into not only the formation of the communicative unit in dynamics

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[1] See-Young Cho.Focusing in English and Korean. –Frankfurt: European University Studies, 1991. 303 p.
[2] See-Young Cho.Focusing in English and Korean. –Frankfurt: European University Studies, 1991. 197 p.

but also the composition of sentences in Modern Korean that contain only minimal information. New approaches to the study have been established in light of the recent dynamics of Korean language development: from the standpoint of Korean studies in Korea and from the standpoint of foreign Korean studies. Diverse approaches to the study of Korean in Korea and abroad demonstrate that nearly every aspect of its grammar is beset with grave contemporary issues. Furthermore, it is critical to address the concerns pertaining to the syntax and syntactic units of the Korean language without delay. The necessity of any theory not only for theoretical illumination and analysis, but also for practical implementation, demonstrates this conclusion. Specifically, we are concerned with the syntactic unit in communication and, to delve further into the subject matter of this research, the unit in communication that provides information while containing the fewest number of sentence components.

As is common knowledge, acts of communication occur in every sphere of social activity through a complex interaction of extra-linguistic factors that influence the choice of linguistic means to express particular communicative intentions. The current focus of Korean language studies in Uzbekistan is on communication, which has allocated a particular significance to syntax. This includes investigating the functional-semantic character of syntactic units as well as their formal structure. However, research concerning the functionality of specific linguistic structures, specifically alterations in their structure that transpire when they are directly connected to the "syntactic environment" that is closest to them, is also highly pertinent. Phrasical and functional convergence and divergence of sentence components, as well as the interaction of grammatical and semantic transformations in both simple and complex sentences, are the basis for these modifications.

The significance of investigating transformations in sentence components in Korean extends beyond the agglutinative nature of the language to include speech style affixes, collocational forms, decorum forms, and more. This latter structural form, which can serve as both subject and predicate, is one of the most distinctive characteristics of Modern Korean grammar. Korean has conventionally been classified as a member of the Altaic language family[3]. An additional facet of the significance of its investigation

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[3] Certain sources even regard the relationship between Korean and the Altaic language family to be presumptive. It is regarded as an independent Far Eastern language that is not affiliated with any particular group. On the premise of Chinese hieroglyphics, which were modified in the seventh century AD, the earliest monuments of Korean writing appeared in the fourth century AD. The "Onmun" Korean folk script, which combines alphabetic and syllabic denotations, has been in use since the 15th century. See: *Рефоматский А.А.*: Введение в языковедение. – М.: Аспект Пресс, 1999. С.428-429. L.R. Kontsevich asserts that Koreans utilized Chinese characters in both traditional Chinese and Hanmun, a Koreanized form of the ancient Chinese written language. Although Chinese characters were incapable of conveying the complete phonetic complexity of the Korean language. As a consequence, the Hangul script experienced a gradual surge in prominence, and it has been utilized concurrently with hieroglyphs since the late 19th century. Currently, South Korea maintains a hybrid writing system. Very numerous borrowings from Chinese are represented by hieroglyphs, whereas native Korean words, grammatical formants (affixes, suffixes, etc.), Korean names, and so forth are represented by Hangul. Conversely, North Korea has incorporated the Korean script in its entirety. South Korea is proceeding in the same manner. See:

becomes apparent when one contemplates the notions of univocality and bivocality of sentences. The lack of a definitive answer regarding the primary syntactic unit and its constituents in contemporary Korean, in relation to communicative processes, is the underlying cause. An examination of sentence composition from various perspectives yields the conclusion that comprehending and translating Korean sentences does not present challenges, according to syntactic rules. This is because the categorization of sentences in Modern Korean according to composition, structure, and purpose of utterance has been delineated, albeit with ambiguous conclusions, specifically in the works of Park Young Sun and Park Young Jung[4].

The escalating intricacy of pedagogical challenges and the pressing requirement to implement novel technologies in language instruction currently compel methodological endeavors across all facets of foreign language instruction in our republic.

Language is demonstrated through the ability of one individual to communicate with another, wherein the recipient can comprehend the message and offer suggestions and reflections in the language employed by the interlocutor. However, it is common knowledge that after completing a language course in an academic institution, the majority of students can only read and translate foreign texts using a dictionary, rarely compose in that language, and even less frequently speak it. This observation is unsurprising, given that conventional language teaching methodologies emphasize the enhancement of reading and translation abilities rather than verbal proficiency.

From the mid-20th century until the 1980s, the grammar-translation method was prevalent as a foreign language instruction approach. Its fundamental tenet was to master texts in the target language through the study of grammar. The classes consisted primarily of exercises in grammar and text translation from the target to the foreign language. Grammar concepts were elucidated in the native tongue, and in cases where the student was unable to rectify an error, the instructor provided the correction. The primary drawbacks of this approach were that the pupil never gained proficiency in oral communication and rapidly forgot grammatical concepts devoid of practical application.

The implementation of the so-called audio-lingual method of instruction became more prevalent after the 1980s, with the emergence of language laboratory courses and language laboratory classes. Advocates of this approach maintained that it is imperative to commit to memory of grammatical and phraseological structures of the language through repetitive recitation in pre-designed training dialogues. They further asserted that the student would instinctively apply these structures at the appropriate juncture. However, empirical evidence indicates that individuals rarely possess the ability to promptly and appropriately employ a phrase or turn of phrase that they have learned in a

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http://www.infokorea.ru

4 **박 영 순.** 국어 의문문의 의문성 정도에 대하여. 서울, 한국문화사, 1991; **박 영중.** 국어 명령문 연구.(고대) 1991;

real-life circumstance. We consider the lack of feedback from a native speaker and the impossibility of communicating in daily life using only memorized phrases and turns to be the primary drawbacks of the audio-lingual method.

5. Conclusion

In conclusion, it may be inferred that the information provided supports the notion that the topic at hand has been thoroughly examined and analyzed.

Human beings engage in the creation of both material and spiritual entities, as well as the establishment of behavioral standards. Through this process, individuals cultivate various skills and capacities, ultimately contributing to their own personal development. Indeed, culture is a product of human agency, and the cultural milieu of individuals embodies a distinct mode of human adjustment to the prevailing physical and biological conditions of life, rooted in deliberate human endeavors. Customs, traditions, and commonly accepted rules of behavior are integral components of societal dynamics, serving as crucial mechanisms for the perpetuation and advancement of nations. The current urgency lies in the domain of language learning for international communication, particularly in its application across many societal contexts. In order to effectively address the issues at hand, it is imperative to recognize and implement the functions of messaging and informativeness. The primary solution to addressing the practical challenge of teaching foreign languages as a method of communication among individuals from many nations and cultures is to approach language learning in conjunction with the respective worldviews and cultural contexts of the language-speaking communities.

The challenge of instructing individuals in the development of oral and written communication skills, as well as fostering their ability to generate and express ideas in foreign languages, is a challenging endeavor. This complexity is further compounded by the recognition that communication encompasses more than just verbal interaction. The efficiency of language proficiency is contingent upon various aspects, including but not limited to the conditions and cultural context of communication, adherence to social norms and etiquette, familiarity with non-verbal modes of expression such as facial expressions and gestures, possession of extensive background information, and numerous other elements.

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