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ACTUAL PROBLEMS AND TRENDS»**

Abstracts

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Integrated Teaching of Korean Language and Culture: a Way to Cross-Cultural Communication

Chun Hye Jin,
Chung-Ang University, Korea

Nowadays the issues related to culture and language are becoming as relevant as ever. Acquiring communicative competence for students, in order to master cross-cultural communication in foreign language, is impossible without engaging culture-oriented aspects.

The purpose of Korean language teaching is to help students develop the ability for intercultural exchange and use a foreign language as an instrument of this exchange. This fact naturally influences the contents of educational programs and the choice of techniques that will help students comprehend the material.

Teaching about Korean culture plays a great role in terms of improving Korean language teaching techniques, helping non-Korean speakers acquire strong knowledge of Korean and develop strong speaking skills and knowledge (practical oral Korean).

This study is dedicated to problems of integrated teaching of Korean language and culture.

The purposes of the present study are: (1) to analyze problems caused by not paying attention to Korean culture in the teaching process, (2) to work out some options to improve Korean language teaching with the use of culture contents and (3) to show concrete examples of integrated teaching of Korean language and culture.

First, we analyzed problems of teaching Korean culture that emerge in the process of teaching Korean language. After analyzing Korean language textbooks we found two main problems: (1) Korean language textbooks lack material dedicated to diverse culture aspects. In teaching Korean culture focus was made on traditional culture and cultural heritage, not on the culture that reflects the lifestyle and mentality of Korean people. (2) In the textbooks that were published recently special sections are allocated to Korean culture. This illustrates that in teaching Korean language and culture, language and culture aspects are not integrated and information about culture that is printed in the textbooks is not tied to the actual use of language. Thus the authors of these textbooks fully acknowledge the importance of the role of culture but set wrong directions for teaching culture.

Therefore, emphasis on the importance of integrated teaching of Korean language and culture has to be made. In order to perform adequate cross-cultural communication with native Korean speakers, it is enough for one to have the needed cultural and social background in which Korean language is functioning. Herein the thought of Claire Kramersch is very representative: "The most part of verbal communication is done on the basis of a certain mentality that is specific for a certain

culture, certain history. Without this background knowledge that is common for all participants of the act of communication, communication is impossible.”

Next, we looked at some concrete examples related to integrated teaching of Korean language and culture.

- 1) While teaching Korean alphabet (Hangeul) a short explanation about the creator of Hangeul, Sejong the Great, along with the purpose behind Hangeul creation, the advantages and the impact of Hangeul on Korean society and culture is given in the students' native language.
- 2) While teaching vocabulary related to family, an overview of Korean family life and family value system is given.
- 3) While teaching Korean honorifics, an explanation about human relations and behavioral norms and speech etiquette in Korea is given.
- 4) While studying the dialogue “At a restaurant” students are given an overview of Korean cuisine, Korean table manners and ways to cook Korean dishes, for example, Kimchi.
- 5) When teaching listening comprehension, teachers use Korean movies, TV series and introduce socio-cultural background, Korean lifestyle and speech style of the used materials to the students.
- 6) In case of teaching reading comprehension, various materials related to Korean tradition, culture and modern life are used. For example, short stories, fairy tales, essays, newspaper articles, advertisements etc.

During integrated lessons (integrated teaching of Korean language and culture) the following types of activities may be used: dramatic reading of Korean poems and fairy tales, learning Korean songs along with musical and literary compositions, guessing riddles, role play, situational and communicational exercises etc. The above mentioned activities can be combined in different ways during one class. Diverse activities make Korean language classes interesting and allow students to become familiar with Korean culture.

This study showed that Korean language teaching needs to be inextricably connected to national culture. Korean culture contains socio-cultural factors and contributes to the enhancement of learning motivation, development of needs and interests along with the more conscious learning of Korean language.

Intercultural Communicative Competence of Korean Language Educators

Gökmen M.Ertan
Ankara University, Turkey

Theory: The Developmental Model of Intercultural Sensitivity (DMIS) by Milton Bennett (1986, 1993)

Content: This paper is based on the research subject on whether intercultural competence is possible without intracultural competence features of an individual who aims to learn a foreign language specifically Korean language. According to Bennett (1986, 1993), individuals become more competent intercultural communicators by overcoming the cultural differences in which language they learn. Bennett's methodology and model is being widened on the problem which the individual's personal cultural understanding whether she/he could interpret her/his own cultural environment. Bennett has constructed the developmental model as a framework to explain the reactions of people to cultural differences. Using concepts from the cognitive psychology and constructivism, he organized his observations into six stages of increasing sensitivity to cultural differences. These stages will be reformed on the basis of intraculturality versus interculturality relation of an individual in order to realize the cultural circumstances of the language she/he learns upon her/his better understanding the cultural environment of her/his mother tongue. In other words, understanding and interpreting a foreign cultural environment can be successful if the individual has a better understanding of her/his own culture so that particularly Korean teaching according to the intercultural communication competence could be achieved in a better way among the learners who overcome her/his attitudes and behaviors like denial, defense, minimization, ignorance, etc. against her/his own culture.

Result: According to the transcultural relation of Turkish and Korean it is assumed that ethnorelative stages are much more dominant than the ethnocentric stages. For constructing the new Korean language education method for Turkish learners, considering the ethnorelative steps rather than ethnocentric stages will shorten the period of education in every level. Therefore, the results of assessing one's interculturality level on the basis of her/his intraculturality level within this paper gives clues on how one's understanding her/his own cultural features are important to understand other cultures without any ambiguity but with tolerance and empathy.

A Study on the Korean culture by <Chunhyangjeon> -Based on visual materials-

Choi Ji-young,
Jungwon University, Korea

Culture has many factors such as knowledge, life style, the worth, The attitude to life, religion, space-time, cognizance, the custom, nature, history and the emotion. Therefore it is an essential basis to understand a language. For this reason people who learn the language. These days it is discussed actively to educate the Korean culture by learning its literature. It is very effective to educate the Korean culture through classical novels among various literary genres.

Classic novels are written arts that describe people's life stories and their detailed images during the period it was created. In this aspect, it plays a significant role in educating the modern mind to specifically visualize the diverse lifestyles that our ancestors lived.

Korean can be formed and Korean's emotion, lifestyle, the worth, nature, and the attitude to life are learned. The target level of this paper is for students learning Korean as foreign language. The purpose of this paper is to search teaching and learning method in cultural education focus in literature<Chunhangjeon>.

<Chunhyangjeon> was from clown's Pansori in the 18th century. Since then, <Chunhyangjeon> has been changed into diverse art forms, such as Pansori Drama, novel, opera, musical etc., as a live work of classical novel. It has been recognized its value of literature education.

We will discuss learning such the cultural experiences as Pansori, Social level of Chosun, and Dano in Chunhangjeon social level of Chosunan view of marriage, Pansori and Dano.

Using visual media to teach classic novels is highly effective and practical.

There are necessity of literary and cultural education in Korean education and the meaning of classical novels. 4 periods of this plan are accomplished based on the educational value of <Chunhangjeon>. This paper will be able to contribute to the real situation of Korean education as a useful teaching material because it contains <Chunhangjeon>'s features that are analyzed literally and is shown to apply to the lesson.

Studying the Text (In the case of the Korean language)

Inna Tsoy
Saint-Petersburg State University, Russia

In the Department of South-East Asia and Korean Philology at Saint-Petersburg State University the use of text as a unit for studying the Korean language plays an important role as a tool for

understanding Korean grammar constructions, syntax, genre peculiarities and at the same time provides an endless source of vocabulary.

Of course, it should be taken into consideration that choosing a certain text depends on various factors, such as, who is teaching, for what purpose is the teaching being done and to whom is the teaching directed. For example, students not only read, correct pronunciation, translate or render the text, they also can use it as material for topic discussions and thus, practice their spoken skills, too. So, text as a unit for studying can be used both in reading and speaking.

If someone looks at the curriculum for the students of the BA program at our Department, he will note that according to the educational level, text as a genre figure can vary, and methods of teaching the text also can differ. Freshmen students study so called standard “studying texts” taken from the text-books. That is why it is very important to select good texts (make a ‘library of texts’) or find good text-books. Senior students take such courses as “Korean scientific text”, “Korean artistic text (poetic text)”, “Korean socio-political text”, “Hieroglyphic text” etc.

In my speech I would like to focus on and provide examples of “studying texts” for 3rd year students, whose major is Korean Philology or Korean History. In this case I have chosen the text-book published at the Kyung-Hee University in Korea and titled “외국인을 위한 살아있는 한국현대문화 Modern Korean Culture” written by professor Lee Sun-Ee and instructor Cho Un-A.

In my paper (ppt) I would like to present a fragment of one lesson which illustrates possible teaching methods. My objective is to share ideas about this teaching method and to explore the possibility for new methods.

Befriending with a very foreign language: on my unconventional textbook for German learners of Korean

Andreas Schirmer,
The University of Vienna, Austria

Learning processes should be reflected in language teaching. This assumption motivated the presenter to create a new textbook for German-speaking learners of Korean. (The book was published in July 2013, in two volumes, and is currently in use at the University of Vienna.) The proposed presentation will present the special features of the book, its rationale and background (including other recent publications in the field), as well as the discussions and debate that surrounded its making. The author will also offer his own assessment on pros and cons, i.e. merits and shortcomings of the book. The main features shall be highlighted by giving examples rather

than long explanations.

Throughout this textbook the distance between the source language German and the target language Korean is reflected and such reflection is used as an instrument for language learning itself. Language comparison and the analysis of linguistic differences are meant to help the learner in befriending with a language that is experienced by native speakers of German as much more “foreign” than the other “foreign languages” one usually learns. The new book does not suppose all users of the book to be exemplary and ideal learners. This is why it provides rich input to accommodate the different needs of various types of learners. Rich input is also given in order to “mediate” a given structure, following the principle that in language learning “more may mean less”, i.e. less burden or toil, (contrary to the trivial wisdom that “less is more”). In this vein, the book distinguishes itself from many other textbooks that see their main task rather in the reduction of content. Another guideline of many textbook-makers is to limit oneself to language that is immediately reproducible. The textbook does not follow this guideline because it entails extreme restrictions in the case of a language like Korean. Translations, commentaries and “teacher-learner-chats” permit a breaking-up of restrictions as well. Translations help, first of all, to overcome that specific handicap Western learners encounter when they start to learn a language that is much more “foreign” than what they were used to. After all, native-speakers of German who are learning Spanish can rely on substantial intuition, divination and previous knowledge, but when learning Korean such advantages are not given. Thus, translations, commentaries and teacher-learner-chats provide, in a way, “compensation”. Moreover, translations allow the learners to look beyond the narrow horizon of their current linguistic levels. This reduces the pressure to keep up with the progression in class. At the same time, translations permit a more natural and authentic language. The principle of translation allows more practice, i.e. an acting and dealing with the new language that goes beyond what is, at a certain point of learning, considered (by the teacher) as really “known” or “already learned”. In the same vein, many exercises in this book are not satisfied with the purposes of learning control, drill and automation, but appeal to the curiosity of the learner, the joy of discovery and the sportsmanship within a relaxed and (not naturally but potentially) hilarious group of learners. Then, the textbook constantly discusses the most appropriate translation. This is meant as a means to convey a feeling for the other language. By comparing, i.e. by doing not expertly but in a low-key and everyday-way comparative linguistics, the textbooks supports a learner strategy that often is (wrongly) ostracized even though it is most common and can never be excluded despite all ideological bans: language comparison.

These days, the majority of Korean language educators abroad still is native Korean. If we keep aside the problem that these teachers have usually grown up in a learning culture that is, by and large, quite different from the learning culture in, e.g. Austria or Germany, it is still deeply problematic that the views of native speakers of the target language dominate the scene and that

their perceptions of learning difficulties are overrepresented. As a statement of intent against this situation, the new book purposefully tries to capture the perspective of the learner. The responsible author is a native-speaker of German and thus has the same source language as the users of this textbook. The book is not only indebted to his own experience but aims to draw on many learners' expertise, which is, of course, an ongoing project. The user of the textbook should have the chance to "look over other learners' shoulders". This is why authentic questions and adequate answers (resulting in "Learner-Chats" and FAQ-parts) supplement the unusual features of this new textbook.

Korean Language Textbooks for Polish Learners: Introduction and Analysis

Pawel Kida,
Seoul National University, Korea

Korean language is gaining popularity at major universities all across Poland. It has been officially taught since 1983 in Warsaw University's Faculty of Oriental Languages, since 2003 in Poznan at Adam Mickiewicz University's Faculty of Modern Languages and Literature, and as recently as last year at Wroclaw University's Faculty of Philology. Although the history of teaching Korean in Poland is relatively new, it is quickly gaining momentum and it is important to discuss what kind of materials are used during lessons and what is the teaching methodology. This paper concentrates on the most basic tools to teach language, namely books. Although (depending on the instructor's choice) Korean language sometimes is taught from books which have English explanations of vocabulary and grammar, there are two types of books published in Polish language and they target Polish students in their native language. Those are:

1. Podręcznik Języka Koreańskiego Część 1
2. Podręcznik Języka Koreańskiego Część 2
3. 폴란드인을 위한 한국어 1 - Język koreański dla Polaków, część 1
4. 폴란드인을 위한 한국어 2 - Język koreański dla Polaków, część 2
5. 폴란드인을 위한 한국어 3 - Język koreański dla Polaków, część 3
6. 한국문화 30강 - Kultura Koreańska - wykłady dla Polskich studentów

Books (1) and (2) were written and published in Poland, but (3), (4), (5), and (6) were written and published in South Korea. All of them are authored by both Korean and Polish teachers. Although the aim of these books— to teach Korean language to Polish students through their mother tongue—is the same, their structure and approach are different. Until now, there was no critical

analysis of Korean Language Textbooks for Polish learners; this paper analyses the structure of these books, their teaching methodology and linguistic content, while illuminating areas of concern that Polish teachers of Korean language should take into consideration.

Writing a Textbook on Russian and Korean Media Translation

Pakulova Yaroslava,
MGIMO, Russia

1. Existing textbooks sport at least some of the following **problems**:
 - Topical vocabularies lack usage examples and connotations;
 - The range of topics is narrow;
 - Choice of articles is sometimes questionable (the articles are unrepresentative in terms of contents, style or vocabulary);
 - The books train to translate included texts rather than teach universal translation techniques;
 - The authors choose not to explain and define in clear Russian certain complicated grammatical devices (e.g., -(으)로 speculative subordinate clauses; citational subordinate clause used to denote a pretext or an insufficient reason; contracted reported speech);
2. **Objectives** and **targets** set before the textbook in progress.
The *objectives* are to teach students to translate:
 - potentially any text containing precise information found in South Korean media;
 - texts containing precise information on a limited number of topics from Russian to Korean;The *targets* include teaching students the following skills:
 - ① Translating from Korean to Russian:
 - to discern grammatical structure of a sentence (name the main subject, even if it is absent; find subordinate clauses and determine the order of translating them into Russian);
 - to find translation equivalents and consult reference materials (general and specialized dictionaries, the Internet, etc.);
 - to use basic translation techniques (transformation, generalization, concretization);
 - ② Translating from Russian to Korean:
 - to find pivot words;
 - to transform the sentence where necessary (discern and properly render reported speech implied in Russian sentences, etc.);
 - to find translation equivalents and verify them using reference materials and the Internet;
 - ③ Bilingual translation (translating a conversation):
 - to use colloquial grammatical devices, namely, final predicate endings, correctly (both in questions and answers).
3. New original features of the textbook in progress:

- ① Translating from Korean to Russian:
 - Preface describing language style specific to South Korean media (reliance on Sino-Korean words; limited grammatical range; frequent use of subordinate clauses and contracted reported speech, etc.);
 - Explanation of headline structure and principles of translating headlines into Russian;
 - Topical vocabulary providing usage examples and connotations.
 - Detailed commentary on included Korean texts;
 - Detailed analysis of syntax in complex sentences, with commentary and examples;
 - Extensive lexical and grammatical commentary;
- ② Translating from Russian to Korean:
 - Case-study approach to teaching basic translation techniques, supported by detailed lexical and grammatical commentary;
- ③ Translating bilingual conversations:
 - Case-study approach to teaching bilingual translation techniques, supported by detailed lexical and grammatical commentary.

About New Approach in Grammar Teaching

Trofimenko O.A.

Far Eastern Federal University, Ussuriisk, Russia, Russia

Language has been changing, but not the methods in its teaching. In my opinion, now it is time to revise the approaching in language and especially grammar teaching. It concerns the reviewing of grammar categories definitions, taking into account the achievements of modern linguistics and foreign language teaching methodology.

Grammar is one of the most important aspects of the language. It helps to make the oral and writing skill of language communication. So grammar has always been the center of scientific researching and discussions. It's place in language teaching and the role in foreign languages` studying has always been discussed.

We are sure, that it is necessary to adapt the theoretical functional grammar to language teaching. Functional approaching helps to study language especially grammar from meaning to form and function.

Syntactic Dictionary as a Tool For Mastering Korean Text Synthesis.

Evgeniya Brechalova,
Russian State University for the Humanities, Russia

1. As we all know, text synthesis is much more difficult task to learn than text analysis and understanding. One of the special problems in learning Korean is forming the so called complex sentences, i.e. sentences with two or more predicate words (adjectives or verbs).
2. The existing grammars of Korean contain plenty of information about forming complex sentences with the means of participles and converbs: constraints on both the form and semantics of the main and subordinate clause are explained (cf. 느라고 , 바람에 – quasi-converb construction). Such material is abundant in many different Korean textbooks.
3. However, constructions with verbs of mental activity which have sentential actants (i.e. actants expressed by clauses) receive remarkably less attention in textbooks. The present work is dedicated to such constructions. Verbs of mental activity include such verbs as 생각하다 *think*, 알다 *know*, 믿다 *believe*, 바라다 *desire*, 말하다 *say/tell*, 여기다 *consider* and many others. The form of the actants of these verbs is lexically specific, it is determined individually for every verb and can be found only in a dictionary. Thus, we want to offer students a special tool – syntactic dictionary where all ways of expressing the actants are listed for every verb. Certainly, educational qualities of such a dictionary greatly depend on illustrative material used.
4. Let's give an example of a dictionary entry:

생각하다

X = I	Y = II	
Who thinks	What X thinks about	
1. 이/가	1. Noun=를/을	생각하다 1 <i>think</i>
	2. Noun=에 대해서	
	3. Verb/Adj=indirect speech ending	
	4. direct speech	
	5. Verb/Adj=participle + 것(을)	
	6. Verb/Adj=(으)리라	생각하다 2

		<i>believe</i>
	7. Noun=를/을 Adj=게	생각하다 3 <i>consider, regard as</i>
	8. Verb/Adj=participle + 줄(로)	생각하다 4 <i>imagine</i>

Examples:

생각하다 1 *think*

어머니를 생각했다

thought about (his) mother

나는 그래서 밀림 속에서의 모험에 대해 한참 생각해 보고 (...)

I pondered deeply, then, over the adventures of the jungle.

내가 자기와 비슷하다고 생각했던 것인지도 모르겠다.

He thought, perhaps, that I was like himself.

그는 속으로 <내 꽃이 저기 어딘가에 있겠지...>하고 생각할 수 있거든.

He tells himself, 'My flower's up there somewhere

나이 많은 것을 생각해서 그를 용서했다.

They spared him in consideration of his old age.

생각하다 2 *believe*

나는 어린 왕자가 철새들의 이동을 이용하여 별을 떠나왔으리라 생각한다.

I believe that for his escape he took advantage of the migration of a flock of wild birds.

생각하다 3 *consider*

내 불행을 진지하게 생각해 주지 않은 것은 나는 싫기 때문이다

I like my misfortunes to be taken seriously.

어른들은 다 그런 것이다. 그들을 나쁘게 생각해서는 안 된다.

Grown-ups are like that. One must not hold it against them.

생각하다 4 *imagine*

그제서야 그 친구가 어떤 사람인지 알게 된 줄로 생각하는 것이다.

And after that they imagine they know the person. (Only from these figures do they think they have learned anything about him.)

5. Of course, syntactic information which is ascribed to different lexemes in the dictionary is not homogenous from the educational point of view. We can isolate the most important and the most simple ways of expressing sentential actants and study them with the beginning students, leaving more complicated constructions for advanced-level students.

6. As syntactic dictionary expressly gives information on forming clauses, it raises the linguistic competence of its users. Students should get accustomed to the fact that syntactic behavior of predicates is lexically specific and should be memorized, similar to other dictionary data. The syntactic dictionary discussed here is in the stage of development, and it would allow to systematically trace similarities and differences between Korean and the native language of students.

Thus, from the dictionary entries we can easily see that the verb *생각하다*, depending on the form of its actants, corresponds to different English (and Russian also) verbs: *think, believe, imagine, treat*. Certainly, as students get accustomed to the format of the dictionary, they can add more entries on their own as they read and analyze Korean texts. This will, no doubt, improve their abilities in both analysis and synthesis of Korean text.

The Problem of Lexical Unit's Definition in Learning the Korean Language Vocabulary

Voronina Lyudmila,
Herzen State Pedagogical University of Russia, Russia

The Korean language is not only systemically new for Russian students, but also the culture of its speakers is at a maximum distance from them, which requires special attention to teaching vocabulary, because it is a semantic basis of any communication, and carries the main pledged by native languages information.

Specific training vocabulary of a foreign language reflects, first of all, linguistic component content, the core of which is the lexical unit (whole or separate). In the tradition of teaching Western languages, minimum (or whole) lexical unit is called the word, but in the Korean language has the sense to allocate morpheme/ 형태소 for the following reasons.

First, the morpheme is the lowest language unit with independent lexical value. Unlike Russian and English, the morpheme in Korean can be used in speech independently, which gives reasons to be considered as a minimum lexical unit in learning (these are independent or free morphemes/ 자립 형태소, also there are dependent or "associated morpheme"/ 의존 형태소). Depending on what

kind of meaning Korean language's morpheme has (lexical or grammatical), they are also divided into root/ 실질 형태소 and affixal/ 형식 형태소. The last ones have a huge formative potential. Linguistic component of learning vocabulary of a foreign language involves the allocation of lexical minimum (active, passive and potential vocabulary), based on a certain number of lexical units. If to consider a morpheme as a minimum lexical unit in teaching Korean, then it will be quite simple to content filling of lexical minimum (retaining the same understanding of the term 'morpheme' in linguistics and lingvodidactics), and also working with them, i.e. teaching vocabulary. In case of that only thing is to choose necessary techniques, ways, methods or approaches from the existing variety in the common methods of teaching foreign languages according to the specific circumstances of training.

Second, the dependent or "associated morpheme"/ 의존 형태소 «as bearers full-meaning grammatical functions are the core elements of Korean grammar. Despite the fact that «the values that are grammatical in one language are not always grammar in another», with allocation of a morpheme in teaching the Korean language, it becomes possible to accurately measure vocabulary and grammar.

Thirdly, using the concept of 'morpheme' will allow to impart lexical knowledge, which is another component of the linguistic component of the learning content, the vocabulary of the Korean language, without the introduction of additional terms, which will allow avoiding known «terminological opinions» that hinder the development of the Korean language from a scientific point of view and, as a consequence of, training it.

Method for Studying the Korean Language Lexical Items Based on Affixal Derivation

Alexander Ivanov

Far Eastern Humanitarian University, Russia

Study of affixal derivation is an important topic in the study of the Korean language and is of great importance for the understanding of many phenomena of language. A cut of affixal derivation is the main means of enriching the language. Thus, studying the process of word affixed , we trace the ways and means to replenish the lexical dictionary. Given the fact that the word-formative process often involved the students already know the derivation , it enables faster and deeper to uncover the meaning of new or unfamiliar words. Thus, the study of lexical items on the basis of word affixed closely connected with the problems of the morphological structure of words , and the ways of replenishing the vocabulary of the Korean language. Relevance of methods of studying the Korean language lexical units based on derivation Affixal determined, firstly , the importance of this

topic in the study of the discipline " Practice translation of Korean language and , secondly, that the vocabulary of the Korean language is constantly being updated , some words fade out of use , become infrequent , others suddenly become increasingly popular , the same happens with derivational affixes .

Experience in Teaching Chinese Characters to the FEFU's Korean Studies Department Students

Akulenko Vadim
Far Eastern Federal University, Russia

Needless to say, that teaching Chinese characters to students who is studying Korean language is necessary, because this knowledge gives those students ability of making translation of complicated Korean texts which contains many words borrowed by Koreans from Chinese language. Knowing of Chinese characters literally gives those students the skill to feel Korean text, to understand it more deeply, and to guess right the meaning of unknown words which consist of Chinese characters.

"Oriental and African Studies " specialty's curriculum for FEFU's Korean studies department doesn't contain separate "Chinese characters" or "Hanmun" classes and every professor of department chooses himself how many characters should he teach to his students, and the way of doing it.

Students who wish to deepen their knowledge on Chinese characters from the fall semester of 2013 year have the opportunity to attend regular open classroom. During these lessons students learn the basic principles of composition of Chinese characters, the rules of calligraphy, some basic Chinese characters and the basis of Hanmun grammar. Currently 14 students of the Department of Korean Studies regularly attend this open classroom.

Open classroom helps our students to get rid of the fear of "un-understandable" Chinese characters and to learn how to apply their knowledge of the meaning of separate characters to understanding of the meaning of Korean words, which are originated from China. During the classes students also learn Chinese idioms which are widely used by Koreans, some students even try to read simple Hanmun texts, the extracts from ancient Korean historic annals – "Samguk Sagi".

Professors of our department noted that students who are attending open classroom developed an interest in learning new difficult words and become more confident in understanding words originated from China. Some students can even guess the meaning of unknown word using their knowledge of Chinese characters and basic Hanmun grammar.

Thus, in our view, teaching Chinese characters for students of our department must be continued. At present professors of department are examine gathered experience in teaching Chinese characters and are going to include some practices into their classes.

Actual Methods of Teaching Written Business Communication and Its Translation from Korean to Russian

Evgeniya Kolodina,
International Institute of economics and linguistics, Russia

This report is focused on the methods of teaching written business communication and translation of business letters from Korean to Russian in the course named «Translation in professional communication». The main role is given to the analysis of linguistic and cognitive specificity, national and cultural particularities of written business communication that affect the using of various translation solutions.

The technique training strategies to compose Korean business letters is divided into three stages:

The first phase includes:

- students' recovery of the sequence of action during writing a particular type of business letter, plan;
- introduction linguistic resources necessary to implement this type of activity;
- reading and analysis of business letters' samples (students understand communicative intention and requires of speech and expressions which characterize business letter).

The second stage is aimed at strengthening primary fixation of linguistic resources. Various types of exercises mainly linguistic one are offered:

1. insert in a letter missing parts;
- 2 . restore the broken sequence of the text;
- 3 . rewrite the text of the letter, using synonymous expressions;
- 4 . offer several variants to complete the letter .

The third stage involves organizing training practice to write different types of business letters used in real business communication situations.

Such methods of teaching written business communication are the most appropriate in the course of business of the Korean language. Norms of Korean language, its regimentation, ethno- cultural differences are considered n the process of teaching written business communication.

It is reasonable to use the problem-based learning method as a basis for the translation strategies' training is dealing with business documents, because it has a potential for didactic organization of the educational process.

The process of translating a business letter includes 4 stages:

- 1) At the stage the orientation a translation situation, context, and the type of text are analyzed. The translator must determine:
 - cultural identity of the text;
 - features of the content and expression of the text.

2) At the stage of perception of the text the following tasks are:

- to decode visual images;
- to eliminate the difficulties associated with the lack of automatism of perception and decoding of vocabulary;
- to divide the text in accordance with semantic segments;
- to determine the specificity of the organization of the text from the position of language cultural features.

3) At the stage of interpretation understanding of the overall content, structural and compositional features of the main ideas of the text are provided.

This stage's tasks are:

- to determine the meaning relations and structure of the text;
- to analyze the text in the unity of its content, means of expression and communicative effect.

4) At the stage of implementation by recourses of target language are occurred:

- an understanding and creating a secondary text in Russian using the translation matches;
- a predicting the further development of the text.

Actual methods of teaching students written business communication and translation of business correspondence in the Korean language involves the comprehensive using of business letters, methods and techniques used for the organization of the teacher and students' joint activities.

Strategies for Teaching Translation from Korean into Russian

Marina Baginskaya,
Irkutsk State Linguistic University, Russia

Every translation activity has one or more specific purposes and whichever they may be, the main aim of translation is to serve as a cross-cultural bilingual communication vehicle among peoples. In the past few decades, this activity has developed because of rising international trade, increased migration, globalization, the recognition of linguistic minorities, and the expansion of the mass media and technology. For this reason, the translator plays an important role as a bilingual or multi-lingual cross-cultural transmitter of culture and truths by attempting to interpret concepts and speech in a variety of texts as faithfully and accurately as possible.

Teaching students of "Translating and translatology" specialty needs complex program aimed to phased formation the skills of translation of texts on various subjects.

Within lessons on discipline «Practice of Korean language translation» for students of the 4th course designed for 2 semesters and includes 110 classroom hours, proposed study of the following topics:

1. Advertisement

2. Demography and social politics
3. Discrimination
4. Health and medicine
5. Ecology and natural resources
6. Construction
7. Trade relations
8. Banks and investments

On every subject is offered from 3 to 5 texts of various levels of difficulty. On the first stage for successful mastering skills of translation of various texts glossary composing is supposed. The glossary is composed on the basis of the first text and updated throughout the period of study topics. In such way the problem of mastering the universal vocabulary necessary to translate certain texts is solved.

The second stage involves working with grammatical formants. In the text identify significant recurring grammatical constructions, successful mastery of which later would allow students more efficiently and quickly translate phrases containing such kind of clichéd design.

It should be noted that the first and second stages are taking place in parallel with the primary understanding of the content of the text. In addition, each stage provides for implementation of lexical and grammatical exercises involving tasks on direct and reverse translation of text passages or phrases containing the thematic vocabulary and grammatical formants.

In the third stage students translate the text, especially in writing, and subsequently examine it in the audience. Such work is carried with each of the texts. Number of tasks for each topic also includes the report presentation in Korean by one of the students and it's followed translation into Russian. The translation is done spontaneously; previous work with texts of similar subjects is considered preparation. Execution of such tasks makes the most efficient control of learning level. In the final phase is a test work, including tasks of translation text passages from Korean into Russian, as well as tasks for knowledge of vocabulary.

For the most effective implementation of this strategy of teaching translation from Korean into Russian is supposed to prepare and publish a textbook.

Methods of Successful Listening Comprehension

Tsydenova Darima,
Buryat State University, Russia

Being able to listen well is an important part of communication for everyone. A student with good listening comprehension skills will be able to participate more effectively in communicative

situations. So teachers have to operate with pedagogical techniques and strategies that will help students make their independent activity successfully and stimulate them for self-education.

Well-organized handout. Handout is the necessary item to use during listening comprehension activity. A handout that is filled with too many activities may contribute to the student feeling overwhelmed and unable to focus on the particular purpose of a listening activity. This may also influence on their ability of understanding information because students focuses on the worksheet, rather than on listening activity itself. And in other way, handout that does not contain enough information such as tasks, questions or examples of the responses may also lead to the student feeling confused and frustrated.

Realistic tasks of listening. Listening exercises are most effective when they are close to real life. Teacher can simulate this in the classroom by giving the students realistic tasks which they can do during a listening exercise. Students could be asked to note down a fly departure time or the price of a particular item in a shop. If teacher really wants to teach listening comprehension, then surely he needs to prepare the students for the situations that they are likely to encounter in the real world.

Realistic listening material. In most real-life listening situations we can actually see the person who is speaking. The speaker's body language also provides an additional hint to help us understand what is being said. Fragments from movies or television shows can be used to add spice to the classroom and to make the listening more real for the students. Such material is relevant to the students' life and areas of personal interest. When designing lessons and teaching materials to further develop listening comprehension skills, teacher has to think about student's need to be motivated. This is best accomplished by determining the suitability of the listening materials and the use of authentic materials. By using authentic listening materials, students are motivated to improve their level of comprehension as they feel that they can achieve a level of proficiency that has meaning and adds value to their life when speaking Korean.

Open-ended listening and speaking activity. An open-ended activity allows students to have the freedom to practice listening comprehension and speaking together, such as interviewing other members and asking for further information. This is an example of activities that build on each other and share the same objective. The students will then try to find the answer to the questions that have not been previously understood, rather than the teacher providing the answers straight away. This technique involves group work and also instigates further communication and facilitate listening comprehension development.

Korean Drama as a Way and Tool of Intense Teaching the Korean Spoken Language

Anna Shmakova

Novosibirsk State Research University, Russia

A foreign language is ranked as intermediary between the theoretical and practical disciplines as it involves language mastery as well as doing large numbers of exercises to build adequate speaking skills.

Higher education represents foreign languages to be systems and/or sets of rules. On the one hand, it is inevitable because of the “infinity” of language and, on the other hand, it restrains from achieving the level of fluent speaking on everyday topics despite intensive training.

The lack of sufficient proficiency in the Korean spoken language would create a number of serious difficulties for students in case they go studying abroad and, later, in their professional activities.

Russian routines in teaching Korean grammar include translation of grammatical constructions into English or Russian languages, which greatly confuses students and makes it difficult to identify shades of meaning and distinguish one grammar from the other. As a result, students are unable to choose the correct context and use new words and phrases.

There exists a method of actualization of the spoken language skills among similar ones. Watching and analyzing Korean drama is a good method to make students involved in the language for a short period of time. It is obvious that modeling linguistic environment in many ways is the key to successful learning any foreign language. This way of learning is widely used in Korean language classes at the Novosibirsk State University.

The watching allows students to practice their understanding of Korean native speakers, commit their old vocabulary and grammar to memory, and expand newer means of self-expression. To make use new words and phrases in appropriate contexts appeared to be the best way to remember them. These ready-made expressions can be used by students in their conversations on general topics with Korean native speakers.

In addition, various genres of the drama helps discover the Korean history, culture, economics, politics, ethnopsychology, and ways of life. Last but not least, regional accents being heard there are considered to be very important during the preparation for studying in Korea.

The method is particularly effective for second-year and third-year students. Technically, it is divided into three consequent stages: viewing a particular scene in the classroom, discussing it then and there, and working with linguistic material. For homework, it is encouraged to re-watch the scene, transcribe it by ear, memorize new words and phrases and use them in a few of sentences; finally, to prepare for a small test.

The test is usually a text with missing word forms that student must complete during or after listening to the selected part of the drama.

Regular activities like that allow students to develop a strategy for working on aspects of listening and grammar, which increases their chances in successful completion of the Test of Proficiency in Korean (TOPIK), the primary and the secondary levels of which imply listening no more than two times, while the high level implies doing it only once.

The above arguments show that Korean drama is a unique source of information for students and teachers and that it allows solving many problems in the process of language learning. In addition, this method of language learning promotes students' awareness of the real-life conversational situations, which could not be fully given by any textbook.

