

**FOR EFFECTIVE KOREAN LANGUAGE EDUCATION FOR
FOREIGNERS A STUDY ON THE METHODS OF CULTURAL**

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Annotation: In this article, language is widely covered by the effective teaching of Korean and teaching young language and on the basis of teaching young people on the basis of modern innovative news

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Today, globalization is rapidly progressing in the international community. Frequent exchanges due to globalization have drastically changed our daily lives. In today's international society, learning a second language has become an essential element, and various learning methods and teaching methods have emerged accordingly. In the case of young children in Korean society these days, they invest a lot of time in learning the target language through English kindergartens, early study abroad, and classes with native-speaking teachers. Even as adults, they learn a second language in various ways, such as through private academy lectures, online lectures, self-study, and language training. This is also the case in Uzbekistan, Central Asia. Recently, due to the influence of K-POP and the development of mass media, the number of foreign learners who are interested in Korea and want to learn Korean is increasing. Accordingly, the number of teachers teaching Korean in Uzbekistan is also increasing. However, this second language should not be viewed as a simple memorization study. Learning a foreign language is learning a new way of thinking. Since language and thinking are very closely related, in order to understand a language, you must understand the way of thinking of the people who use that language. In other words, language is a 'culture' that reflects the way of thinking of the people who use that language, and the relationship between language and culture cannot be separated. Therefore, it cannot be said that language can be perfectly learned without understanding the culture when learning a language. Cultural education is absolutely necessary when teaching a foreign language, and when understanding the culture and learning the language are intertwined, the learning effect of the language will be maximized. When the ultimate goal of foreign language education is to communicate smoothly in the target language, it is necessary to understand not only the superficial meaning of the language, but also the implicit meaning contained in the language and the cultural background in which the language is used in order to communicate smoothly. In particular, for beginner learners who have just started learning a language, the level of understanding of cultural education can be a decisive factor in the success

or failure of language education. Therefore, a way to activate Korean language education would be to stimulate learning motivation by increasing curiosity and interest in Korean culture. In fact, many students in Uzbekistan began learning Korean after becoming interested in Korean culture, K-POP, K-drama, etc. As the importance of cultural education is recognized, the important questions that arise are 'what' about culture should be taught and 'how' to teach it. When trying to realize Korean language education through culture, teachers have a lot of trouble selecting cultural content. Many teachers randomly select cultural content without considering the learners' level and try to use it in Korean language education. However, cultural content selected in this way can actually cause adverse effects. This is because learners who first encounter a foreign culture come to understand that culture through the cognitive process of 'intersecting assimilation and alienation.' When they vaguely encounter a foreign culture for the first time, learners tend to have a negative feeling toward the foreign culture and think of it as 'strange.' In other words, alienation occurs for the foreign culture, and assimilation of the domestic culture is strengthened as a counteraction to it. After that, assimilation of the foreign culture occurs according to the will to understand the culture, and alienation of the domestic culture occurs. After going through this process, learners directly confirm the differences between cultures and establish the identity of their own culture. Through this process, learners will correctly understand the target culture and improve their communication skills in the target language. Therefore, this paper aims to classify cultural content for Korean language education by stage for the purpose of improving communication skills in Korean and to suggest teaching methods for teaching it. Through this content, it will be possible to help learners smoothly accept the process of understanding culture and at the same time help them fluently improve their communication skills in Korean.

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