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THE USE OF MODERN TEACHING TECHNOLOGIES IN KOREAN LANGUAGE CLASSES

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Abstract. *In the context of modernization of education, the use of demonstration information and communication technologies, in particular multimedia presentations in practical classes in the Korean language contributes to the development of students' cognitive interest, the formation of research skills, communicative and socio-cultural competencies, make Korean language classes more informative, effective, diverse and interesting and contribute to the development of students' communicative competence.*

Keywords: *modern teaching technologies, demonstration information and communication technologies, multimedia presentations.*

INTRODUCTION

The "Strategy of Actions for the Further Development of the Republic of Uzbekistan in 2017-2021" identifies priority areas of work to improve the state youth policy, educating the intellectually developed young generation, radically improving the quality of education in higher educational institutions based on the introduction of international standards of teaching and evaluation of the quality of teaching, in-depth study of foreign languages (A.T. Nurmanov, U. A. Jabbarov).

S.Z. Zaripova and S.M. Peretochkina believe that students, learning the content of a foreign language culture, form the ability to analyze, express their thoughts, which generally has a beneficial effect on their subconscious, favors a deeper perception of the versatility of ways of expressing thoughts in their own language. Success in teaching a foreign language largely depends on the experience of teaching, systematic professional self-improvement, deep knowledge of your subject, a high level of proficiency in modern technologies.

MATERIALS AND METHODS

According to N.D.Galskova, "modern technologies used for teaching foreign languages can be systematized into three groups. The first is the so-called demonstration information and communication

technologies (multimedia presentations and interactive whiteboard). The second and third groups include those technologies based on the resources and technologies of the Internet. The use of Internet technologies in the educational process implies knowledge of the components of the Internet and an understanding of what these components can bring to the educational process. And, the third group is formed by technologies that provide synchronous and asynchronous communication in a foreign language" (N. D. Galskova, A. P. Vasilyevich). Modern messaging programs (messaging) often combine the possibilities of synchronous and asynchronous communication (WhatsApp, Viber, Skype, etc.).

The intensity of computer use in Korean language classes directly depends on the pedagogical expediency of their use, which is determined based on the goals and objectives of a particular lesson, and requires methodological justification of such integration, taking into account the specifics of the practical course in Korean at the initial stage of training. For example, multimedia presentations related to demonstration information and communication technologies allow for audiovisual visibility during Korean language classes, project defense, etc. As a rule, presentation equipment refers to the presence of a computer with the appropriate software, a projector and a screen.

Multimedia presentations are educational materials prepared with the help of the Power Point multimedia presentation editor, Soft Maker Presentations and Multimedia Builder. The most common and easy to learn, create and view is the Power Point program.

E. V. Fedotkina, N. V. Rusakova note that a multimedia presentation developed by the teacher himself is of particular interest, with the help of which it is possible to clearly identify the topic of the lesson, goals and objectives, etc. The presentation may include animation, audio and video clips, tasks in test form and other elements of interactivity.

Presentation is a thematically related sequence of slides designed in the same style and stored in a single file. Each slide can have both the same appearance and a different style. There are a lot of different computer capabilities for additional design and editing of presentations. For example, slide layouts determine the formatting and placement of all content on a slide. Placeholders can contain text, bulleted lists and headings, tables, diagrams, graphic elements of Smart Art, movies, sounds, drawings and other objects. The layout also contains different font parameters, background color, various effects, etc. Using the presentation, the teacher solves the following methodological tasks:

- improvement of language competence;
- formation of linguistic and cultural studies, including professional skills and abilities;
- formation of a steady interest in the discipline "Practical course of the Korean language".

Presentations prepared by the teacher for the lesson should be capacious in content, bright and memorable. The undoubted advantage of a multimedia presentation in comparison with an ordinary textbook or textbook is its emotional component, which affects students, which ultimately leads to concentration of attention and high-quality assimilation of the material. The presentation develops the student's creative abilities, teaches to generalize, analyze, investigate and compare. Students, especially undergraduates, have a changing attitude to the computer. Students begin to perceive it not only as a means for entertainment, but also as a universal tool for work and study.

The development of practical classes – presentations is a creative incentive for both the student and the teacher. Teacher using information technology should be able to clearly formulate his thoughts and systematize them competently when submitting material, since a presentation is not a chaotic slide show, but a logically structured mini-lecture presented in the form of a brief informative summary. Also, presentations replenish the electronic database of methodological developments of the teacher, being an important element of the educational process. Working with presentations helps to concretize and structure voluminous material, as well as systematize the prepared information.

V.I. Semenov, Ye.V. Semenova, N.I. Semenova identify universal approaches and requirements for the creation and use of multimedia presentations regardless of the direction and level of bachelor's degree training in the system of higher professional education.

1. Following technical and ergonomic requirements for creating multimedia presentations.

2. Careful selection of text and illustrative material for presentations made in the Power Point package. Preference is given to associative pictures, which reflect the main idea, which allows you to open a discussion, provokes questions from students. Actually, the illustrative material (portraits, authentic visual information) should be specific and correlate with the text.

3. Availability of methodological and didactic support for the use of multimedia presentations.

4. In practical classes, multimedia presentations can become a support for discussion, discussion of seminar issues or assignment during laboratory work. Here there are a number of opportunities for the formation of presentation competence necessary for a variety of activities in the educational, production plans and in real life.

5. The creation and use of multimedia presentations should not be an end in itself, but should assume a "super task" – the formation of the media culture of the future professional.

According to A.V. Kovalevskaya, V. S. Suvorova, O. P. Skorobogatchenko, the advantages of multimedia presentations are as follows: 1) simplicity and accessibility; 2) a combination of text, video and audio clarity; 3) the ability to use individual slides as a handout; 4) activation of the attention of the whole group; 5) ensuring the effectiveness of perception and memorization of new educational material; 6) the ability to control the assimilation of new knowledge and systematization of the studied material; 7) saving of study time; 8) formation of computer multimedia competence of both the teacher and the student; 9) development of creative abilities in the organization of educational work; 10) taking into account the age characteristics of students; 11) implementation of a differentiated approach; 12) organization of independent work of students.

RESULT AND DISCUSSION

Ye.V. Kim highlights multimedia presentations that make it possible to form not only grammatical and lexical skills of the Korean language, but also to conduct a lesson within the framework of cultural dialogue. Thus, multimedia presentations with the use of various illustrations, texts with sound or moving images are a very effective means for introducing country-specific information. Visualization of topics such as ‘한국의 전통 음식’ (traditional Korean food), ‘한복’ (traditional Hanbok clothing), ‘한국의 명절’ (Korean holidays), etc.,

helps to see and understand the culture of people belonging to different societies and their specific features due to national factors.

For example, when teaching at the initial stage, the use of a multimedia presentation on the topic "동물원" provides ample opportunities for the formation of not only phonetic, lexical and grammatical skills, but also regional knowledge, and increases the creative activity and independence of students.

Educational material and the course of the presentation lesson "동물원":

1. Visual and audio series for repetition and consolidation of thematic vocabulary.

a) Repetition.



b) Strengthening the theme.



2. Work on the text «동물원에 갔습니다».

동물원에 갔습니다.



갔다 [갈따]	따뜻했다 [따뜨태따]	동물원 [동무원]
많아서 [마나서]	복잡했다 [복짜패따]	늑대 [늑때]
악어 [아거]	있었다 [일써따]	탔다 [탈따]
먹었다 [머걸따]	시간이 [시가니]	없어서 [업써서]
없었다 [업썰따]	식물원 [싱무원]	썼다 [썰따]

오늘은 주말이었다.
그래서 오후에 우리 가족은 동물원에 갔다. 봄이 와서 날씨가 따뜻했다.
동물원은 사람이 많아서 매우 복잡했다. 동물원에서 호랑이, 사자, 곰, 늑대, 원숭이, 하마, 악어, 낙타, 타조를 볼 수 있었다. 동생은 놀이기구를 탔다. 아이스크림과 샤슬리크를 먹었다.
시간이 없어서 식물원은 갈 수 없었다.
저녁에 장 선생님께 지를 썼다.

a) Pronunciation

갔다 [갈따]	따뜻했다 [따뜨태따]	동물원 [동무원]
많아서 [마나서]	복잡했다 [복짜패따]	늑대 [늑때]
악어 [아거]	있었다 [일써따]	탔다 [탈따]
먹었다 [머걸따]	시간이 [시가니]	없어서 [업써서]
없었다 [업썰따]	식물원 [싱무원]	썼다 [썰따]

b) Reading the text.

오늘은 주말이었다. 그래서 오후에 우리 가족은 동물원에 갔다. 봄이 와서 날씨가 따뜻했다. 동물원은 사람이 많아서 매우 복잡했다. 동물원에서 호랑이, 사자, 곰, 늑대, 원숭이, 하마, 악어, 낙타, 타조를 볼 수 있었다. 동생은 놀이기구를 탔다. 아이스크림과 샤슬리크를 먹었다. 시간이 없어서

식물원은 갈 수 없었다. 저녁에 장 선생님께 편지를 썼다/ Today was a day off. So my family and I went to the zoo in the evening. Spring came, the weather was warm. The zoo was very crowded. In the zoo you could see tigers, lions, bears, wolves, monkeys, hippos, crocodiles, camels and ostriches. My younger brother rode the rides. I ate ice cream and barbecue. I didn't have enough time to go to the botanical garden. In the evening I wrote a letter to Teacher Chan.

c) Tasks to identify reading comprehension.

1. 오늘은 무슨 요일입니까? /What day of the week is today?
2. 누가 동물원에 갔습니까? /Who went to the zoo?
3. 날씨가 어떻습니까? /What was the weather like?
4. 동물원에 무엇이?? /What animals are there in the zoo?
5. 우리 가족은 어디에 갔습니까? /Where did my family go?

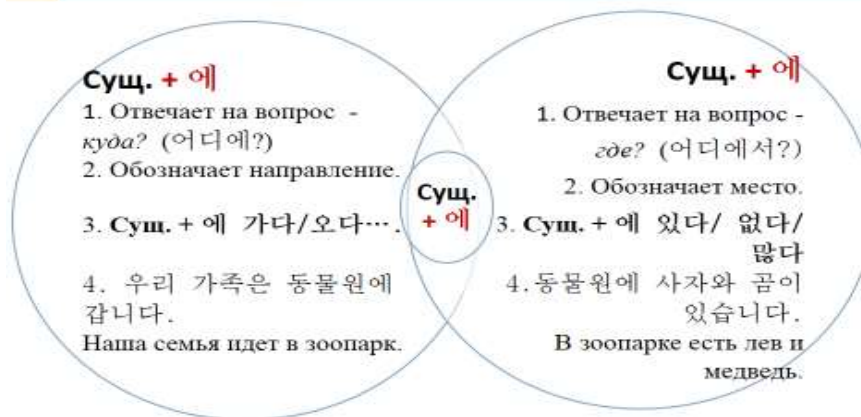
d) Retelling of the text.

3. Work on grammatical material. a) Particles of the dative case (cor. 여격조사) – 에

ЧАСТИЦА ДАТЕЛЬНОГО ПАДЕЖА (여격조사)	ЧАСТИЦА ДАТЕЛЬНОГО ПАДЕЖА (여격조사)
1. Отвечает на вопрос - куда? (어디에?)	2. Отвечает на вопрос - где? (어디에서?)
Сущ. + 에 가다/오다...	Сущ. + 에 있다/ 없다/ 많다 등
<p>학교 + 에 - 학교에</p> <p>동물원 + 에 - 동물원에</p>	<p>대학교 + 에 - 대학교에</p> <p>동물원 + 에 - 동물원에</p>
<p>Например:</p> <p>여동생이 학교에 옵니다.</p> <p>우리 가족은 동물원에 갑니다.</p> <p>Наша семья идет в зоопарк.</p>	<p>Например:</p> <p>오빠가 대학교에 있습니다.</p> <p>Брата нет в университете.</p> <p>동물원에 사자와 곰이 있습니다.</p> <p>В зоопарке есть лев и медведь.</p>

b) Strengthening using Venn diagram.

Диаграмма Венна
на тему: «ЧАСТИЦА ДАТЕЛЬНОГО ПАДЕЖА (여격조사)»



4. Work on the development of regional knowledge about Korea.



a) watching the video "Seoul Zoo in Korea".

CONCLUSION

Thus, the use of multimedia presentation in the lesson on the topic "동물원" significantly expands the pedagogical possibilities of this lesson, allows you to effectively adapt the educational material to the individual knowledge and language skills of students, leads to more intensive participation in the educational process of the student himself, increasing the efficiency of perception and memorization of educational material.

Without a doubt, the effectiveness of the impact of educational material presented in the form of multimedia presentations on students largely depends on the level and degree of illustrativeness of the material. Visual saturation makes the material vivid and convincing, which contributes to the intensification of the process of its assimilation, because the presentation allows you to influence several types of memory at once: emotional, visual, auditory, and sometimes motor (A.S. Simonova, E.A. Hlebnikova).

In addition, in our opinion, the introduction of multimedia presentations in the process of learning the Korean language is not only an effective means of assimilation of information, but also forms the skills and abilities of working with multimedia tools that students will need in their future professional activities.

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