

Teaching Korean Language as a Foreign Language

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Abstract: The way foreign language classes are taught needs to be reviewed as well because the abrupt change in teaching and learning modalities has had a significant impact on other processes including the creation of instructional materials and the delivery of lessons and assessments. This paper uses the professional learning environment of the researcher with teaching Korean as a foreign language in graduate school as a study that uses critical reflection as a method.

Keywords: Korean language, critical reflection, method, grammar and vocabulary, culture.

Introduction

The use of critical reflection helps improve the course's teaching strategies and methods. There are many lessons to be learned from the experience of teaching Korean to graduate students. These sessions, which are the result of practice, educate potential students with the aim of improving teaching techniques. The experiences of Korean language teachers could be used as a springboard for critically reexamining procedures and teaching methods in the classroom.

Cultures and communities nowadays are shaped like one enormous community run by interconnected people, with globalization as one of the key movers. Cultural differences seem to act more as a bridge than a barrier to a deeper comprehension of people's way of life. Modern times have made it possible for people to encounter many cultures and complex societies, emphasized by tools that promote greater tolerance and understanding. Semenova asserts that languages and dialects have been impacted by globalization. Boghian also opined that temporal aspects contribute to the challenge of foreign language learning, thus "it is ever to be further improved."

Communication and cross-cultural interaction are made easier by technological advances. People from all over the world use computers and wireless technologies to consume content and merchandise. According to a Sabre study, French tourists' perceptions of Japanese popular culture were shaped by "media-contents-related" imaginaries.

One area that is gradually receiving more attention in the modern era amid technological advancement and international business practices is foreign language. Numerous research have been done, especially on the relationship between "implicit speech processing" and foreign language comprehension, as well as the usage of ICT by teachers. Even though for some individuals studying a foreign language is a routine task, the truth is that it helps us to comprehend other's lives better. Without a question, learning a new language has a big impact on one's personality, values, and views.

The way foreign language classes are taught needs to be reviewed as well because the abrupt change in teaching and learning modalities has had a significant impact on other processes including the creation of instructional materials and the delivery of lessons and assessments. Foreign language classes demand a more complex approach than only a theoretical one, especially practical practice and performance tasks.

In the context of foreign language classrooms, this study emphasizes the value of offering teachers and students pathways toward efficient curriculum implementation approaches that are primarily grounded in experience and reflection. The report is important in that it offers potential ideas and techniques that are worth looking into and taking into consideration as the education sector deals with the difficulties posed by a pandemic. For the foreseeable future, the current scenario "needs a shift to remote teaching and learning, and rethinking the delivery of instructioninstruction".

This study specifically examines (a) the lessons discovered in teaching the Korean language after it has been taught for a year and (b) possible future directions to note how present practices would inform the enhancement of teaching the courses. With adults serving as the foreign language students in this study, andragogical approaches are vital. Arguments and andragogical viewpoints are interwoven to contextualize the goals stated in this work. The idea put forth by Byram and Wagner that language teaching should be connected to other academic disciplines is crucial.

This study is based on Briscoe's paradigm for critical reflection (2017).

It has been argued that the idea of critical reflection produces a complex and nebulous understanding.

To be more precise, the researcher has been inspired by the process of critical reflection to acknowledge and consider the context and ideations of practice since they offer rich opportunities for self-examination and how regular classroom techniques influence teaching. In order to arrive at newly constructed ideas of teaching, it is crucial to challenge preexisting ideas, beliefs, and practices. This will help the process of critical reflection.

Methodology

In order to better future practices, critical reflection as a strategy has opened doors for a more in-depth and complex understanding of practice experiences. This essay aims to present the experience using critical, analytical, and descriptive perspectives. This method was primarily employed by the researcher to review his teaching style and finally draw lessons from these encounters. This study identifies key moments in the teaching of the Korean language and links them to crucial presumptions that help students achieve the course's goals for learning. The researcher can then point out which approaches are successful and considered effective as well as those that should be changed or replaced. The researcher had the chance to identify how each classroom practice is in line with personal and professional views and how these are perceived to be responsive to the needs of the students through critical reflection. Since it discusses "unobserved, unacknowledged, or taken for granted" components of procedures in the teaching profession, these circumstances are referred to as "critical." With this available, fresh conceptions and viewpoints develop that guide potential future actions.

The researcher thinks that it is appropriate to conduct a critical analysis of numerous classroom practices, including but not limited to classroom management, evaluation, and strategy, after three years of continually teaching Korean 1 and Korean 2 courses. The following artifacts and evidence give directions and serve as crucial inputs during the reflective process: the attendance record, pop quizzes, writing and spelling assignments, the score sheet for speaking practice, the movie reviews, and the final task sheets that concentrated on grammar and writing exercises.

Discussion

Grammar and vocabulary memory for the pupils are typical and standard techniques to teaching foreign languages. The issue, however, is what happens next whenever this passive teaching strategy is used since students are denied the opportunity to put their new knowledge into practice, particularly outside of the classroom in speaking and listening circumstances. Digital tools were

seen to support personalised student-led learning during a pandemic using an inquiry-based methodology (Masterson, 2020). Graduate-level Korean language training is rich with courses that may be used in both foreign-language contexts and everyday classroom settings.

Teaching Korean language demands effective instructional strategies designed to ensure the success of the teaching and learning process, just like teaching any other subject matter. Effective curriculum implementation at the classroom level requires careful planning of instructional materials, assessment procedures, and even performance assignments. The researcher has identified key components of a foreign language classroom after teaching Korean as a foreign language for several semesters. This experience has made the researcher appreciate the practiced routine in the classroom.

The students in a foreign language class have little prior understanding of the subject matter being covered; they lack vocabulary and are learning grammar principles for the first time. The difficulty in this aspect is in effectively controlling the interest of the students in the midst of what is missing and what needs to be filled in. It is important to note how each student's personal interests will develop with gradual exposure to the topics listed in the course syllabus. Students would be astounded by how certain words, particularly those that require Korean-English frameworks like McDonald's, cellphones, television, banana, and others, translate into the Korean language.

Conclusion

Future practices are envisioned when the Korean language instructor processes the lessons learnt in the classroom in the hopes of achieving successful classroom outcomes. The use of creative and interactive techniques is recommended since they help to overcome the obstacles associated with learning a foreign language. Additionally, multimedia resources can be used as an academic strategy as well as a means of amusement. Last but not least, contextualizing foreign language instruction necessitates utilizing both teachers' and students' full capacity. Students' perspectives as problem-centered learners guide the delivery of lessons, the evaluation of student performance, and the evaluation of instructional success.

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