Linguistic and Cultural Competency Formation Methodology for Teaching Korean to Philologist Students

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Abstract

As we can see, the institution's main responsibility is the development of professional and communicative competence. The modern processes of higher education modernization place a special emphasis on the formation of professionally oriented communicative socio-cultural competence. In discussions with prospective philologists, the idea of Korean-speaking language and sociocultural competence is established, and its place in the academic curriculum is examined. According to the language proficiency of the pupils, the analysis of structural-component conformity of competence is done, and special emphasis is given to the primary tasks and stages of the formation of linguistic and sociocultural competence. It is suggested that the term "culturally marked vocabulary" in the Korean language be defined. The method for choosing educational content is described. Based on qualitative and quantitative factors, instructional vocabulary for the development of Korean linguistic and sociocultural competency in speaking is chosen. Culturally marked lexical items, monologue samples, and dialogue samples are chosen, and their analysis is carried out. Methodical suggestions for the development of the Korean language and sociocultural speaking proficiency are also provided.

Keywords: competence, linguistic and sociocultural competence, criteria for selection of educational material, Korean philologist.

Introduction. The development of multi-sectoral ties between Korea and Ukraine over the past 30 years shows the necessity of educating highly skilled specialists in the field of Korean studies (philologists and translators), who can provide high-level communication that will benefit various directions of bilateral relations. Ten higher education institutions in Ukraine are currently training Korean language specialists. Significant advancements have also been made in the theory and application of its teaching. The works that are currently available, though, do not cover every issue with Korean language teaching methodology. This adds a number of new linguistic, extralinguistic, and paralinguistic challenges to learning the Korean language and necessitates looking for innovative approaches to accelerate learning and using fresh data and educational resources[1].

The theory and practice of teaching foreign languages have undergone many changes. Modern approaches to teaching Asian languages, the choice of Asian lexical materials, and an analysis of the shortcomings of the Korean language teaching methodology were the focus of scientific research. The requirements for the educational process as a whole and its components (goals, knowledge, methods, learning process) were analyzed, and the most relevant learning methods

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[1] Andronkina, N. M. (2009). Kognitivno-deiatelnostnyi podkhod k formirovaniiu lingvosotciokulturnoi kompetentcii v obuchenii nemetckomu iazyku studentov iazykovogo vuza. Ros.gos. ped. un-t im. A. I. Gertcena. Saint-Petersburg, 49.

were selected for the development of linguistic and sociocultural competence in speaking. When cultural phenomena are studied through the lens of language, scientific advances in the field of linguistic and cultural studies have laid the groundwork for the development of a linguistic and cultural paradigm in the teaching of foreign languages. To master a language, one must first understand the culture of the people who speak it, gaining insight into their worldview, mentality, and way of life. Linguistic and cultural studies serve as the foundation for developing linguistic and sociocultural competence in aspiring Korean philologists.

The study of how each nation's culture is expressed, reflected, and fixed in language and discourse is known as linguistic culture. It is directly related to the study of each nation's conception of the world, language consciousness, and the unique characteristics of the mental-linguistic complex. As one of the main components of foreign language teaching methods, the issues of the necessity of joint language and cultural study, analysis of country studies, and cultural studies approaches remain relevant. We assert that, up until this point, the question of researching a thorough methodology for the formation of Korean linguistic and sociocultural competence in speaking in higher education has not been brought up, despite the scientific community's keen interest in language learning issues[2].

Additionally, spoken Korean is still taught in Ukraine without consideration for the conditions of a particular academic setting, without programmatic orderliness of courses, and frequently at the initiative of enthusiastic teachers. As a result, it was necessary to systematize the process of teaching oral Korean speech and to integrate the method of developing speaking competence in Korean using sociocultural and linguistic factors into higher education institutions' curricula. The use of theoretical methods, such as analysis and generalization of sources from pedagogy, linguistic dialectics, and linguistics, to highlight the content of linguistic and sociocultural competence in speaking, as well as linguistic, and methodological principles of education, for the selection of linguistic and sociocultural material, served as the theoretical and methodological foundation for this study[3].

The method of comparison was employed to contrast the various scientific interpretations of the concept of "linguistic-sociocultural competence." Only by mastering the culture is it possible to learn a foreign language. The question of educating future philologists who, in the course of their professional work, will be able to quickly respond to the various challenges of particular cultures in the context of intercultural relations and communication is one that today's society must address. The preparation of qualified graduates who will not only have excellent knowledge of a foreign language but who will also be competent and competitive in the labor market has already become axiomatic as one of the main goals of professional education today. He or she needs to be adaptable and always prepared for personal growth. The study of language and culture together has been advancing quickly since the 2000s. The terms linguistic and cultural studies, sociocultural studies, sociolinguistic studies, linguistic and regional studies, intercultural studies, cultural and regional studies, and cross-cultural competencies are used. It is important to note, though, that the idea of lingua-sociocultural competence (competency) is most frequently used. An ethnocultural paradigm of foreign language learning, a linguistic-sociocultural approach, a linguistic-sociocultural method, and culturally appropriate technologies were all developed in the early 2000s[4].

The study of foreign languages at all levels, from secondary school to higher education institutions, is closely related to the study of language and culture, both in the process of training philologists and in the process of teaching foreign languages for specific purposes. Speaking,

[2] Azimov, E. G., Shchukin, A. N. (2009). Novyi slovar metodicheskikh terminov i poniatii (teoriia i praktika obucheniia iazykam). Moscow: IKAR, 446.

[3] Asadchykh, O. V. (2011). Suchasni pidkhody do navchannia skhidnomovnoho leksychnoho materialu. Naukovi zapysky Vinny-tskoho derzhavnoho pedahohichnoho universytetu imeni Mykhaila Kotsiubynskoho. Seriia: Pedahohika i psykholohiia, 35, 56–60.

[4] Hall , E.T.(1976). Beyond Culture. New York: Anchor Press, 235.

reading, writing, and listening, as well as linguistic and sociocultural concepts, must all be mastered before the language can be used in a professional or everyday setting with native speakers. The language must also be mastered in its cultural function. A proficient language user must know the native people's concepts, realities, and way of life in addition to possessing culturally specific language units, nonverbal communication techniques, and verbal and nonverbal behavior. Establishing and maintaining any cooperation with foreigners is made possible by having a language with a culture-bearing function. In the paradigm of learning a foreign language, the linguistic and sociocultural component has assumed a dominant position in modern science. Edward Hall studied communication as a type of activity. He described the parameters of communicative differences, which were influenced by culture[5].

N. Andronkina and N. Borysko looked at the issue of the development of linguistic sociocultural competence. A system of linguistic and extralinguistic knowledge (regional knowledge, norms of verbal and nonverbal behavior of native speakers depending on the conditions of social interaction), speech skills (operating with culturally marked language units), and ones are what we found to be the most comprehensive definition of linguistic and sociocultural competence. This interpretation of lin-guo-sociocultural competence emphasizes speech abilities and skills while integrating linguistic and cultural knowledge. It also covers the concept's lingual and extra-lingual aspects. The choice of educational materials is a requirement for revealing the idea of linguistic sociocultural competence in future philologists of the Korean language. The quality of the material chosen determines how well students reflect on their learning outcomes and how effective the development of competence, knowledge, skills, and abilities is. It also influences how motivated students are to learn.

The content of linguistic and sociocultural competence, the capabilities of information technologies, the age characteristics of the study subjects, and the selection criteria must all be taken into consideration when creating linguistic and sociocultural content. All of these texts exhibit cultural, educational, and situational national-mental authenticity. We choose the following authentic texts for second-year students: narrative texts and longer (200–250 words) descriptive texts that go along with images of cultural realities, phenomena, etc. The typological diversity criterion involves choosing representative texts (printed and audio-video dialogues) from the curriculum that represent various functional types, including monologue-narrative, monologue-description, dialogue-interrogation, dialogue-etiquette, and dialogue-arrangement. the standard for measuring how much of a dialogue is verbal and how much is nonverbal. We only choose audio-video dialogues that include non-verbal elements based on this criterion[6].

The situational criterion primarily applies to the selection of audio-visual materials: those audio-video dialogues that best realize the elements of the communicative situation, particularly the following: status roles of the sender and the addressee, communicative purpose, code, style, and ethnic environment, are deemed to be of high quality. These markers enable the representation of the linguistic and sociocultural elements through verbal and non-verbal means and the illustration of the principles of Korean communication. The problems with selecting educational materials for the formation of future Korean speakers who are linguistically and socioculturally competent are not all addressed by the research that has been done. We define the creation of a subsystem of speaking exercises for the development of future sociocultural and linguistic speaking competence in Korean as a perspective for future research[7].

Conclusion. The selection of culturally marked vocabulary must meet the following criteria: cultural marking, frequency and quantity, thematicity, semantic value, compatibility, and

[5] Borisko, N. F. (2000). Teoreticheskie osnovy sozdaniia uchebno-metodicheskikh kompleksov dlia iazykovoii mezhkul-turnoii podgotovki uchitele inostrannykh iazykov. Kyiv: Kievskii gos. lingvist. un-t., 300–308.

[6] Mak, A. S., Westwood, M. J., Ishiyama, F. I., Barker, M. (2000). The sociocultural competencies for success among inter-national students: The Excell Program. Journal of International Education, 4 (2), 33–38.

[7] Safina, M. S. (2014). Formation of Socio-cultural Competence in Foreign Language Teaching. Procedia –Social and Be-havioral Sciences, 136, 80–83. doi: http://doi.org/10.1016/j.sbspro.2014.05.292

suitability of the lexical material for educational purposes. It was discovered that the factors of cultural orientation, functionality, speech etiquette, and the status of communication partners are the determining factors for the selection of non-verbal means of communication. It was determined that the following criteria should be used when choosing sample monologues and sample dialogues: saturation with country studies realities, culturally marked lexical units, thematic marking, correspondence to the students' lives and speech experiences, correlation of information with native linguistic culture, authenticity, criterion of audio text presentation quality, criterion of general knowledge. The choice of educational resources was made to develop future philologists' sociocultural and linguistic proficiency in speaking Korean.

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