

ЎҚИТУВЧИЛАРНИНГ ИШ ТАЖРИБАСИДАН

УЎК (УДК, UDC): 378.02:37.016+39

HOW DID I TEACH KOREAN AND JOURNALISM AS AN UZBEK TEACHER FOR ONE YEAR?



WonTai SEOL (설원태, 薛原泰)

PhD in Mass Communication
Professor of Journalism and Korean Language,
Uzbekistan World Languages University
Journalism and Mass Communications University
Tashkent, Uzbekistan
seolwontai3121@daum.net

Abstract

From September 2018 to June 2019, I taught Korean and journalism at World Languages University, Journalism and Mass Communications University, and Nation University. While teaching Korean language, linguistics, and Korean studies, I realized the scarcity of teaching materials appropriate to students. Therefore, I edited several makeshift books after gathering information from online sources and I made a book by collecting Korean-language news articles. However, even while I made books for students, if Uzbek students do not read my books, they would mean very little. Using Korean-language news articles and columns to teach Country Study was useful in 2nd grade classes.

While teaching journalism, I used English books and permitted students to photocopy the whole book for them to study before, during, and after the class. However, this idea proved just a little bit successful, because students do not have the habit of carrying books. While conducting seminar classes permitting students to speak both in English and Russian proved somewhat fruitful. Taking advantage of student presentations to lead to livelier interactive seminar classes turned out quite successful. Promising five points to active presenters brought about good results.

Keywords: Korean language; journalism; World Languages University; Journalism and Mass Communications University; teaching methods.

ЎЗБЕК ТИЛИ ЎҚИТУВЧИСИ СИФАТИДА ҚАНДАЙ ҚИЛИБ БИР ЙИЛ МОБАЙНИДА КОРЕЙС ТИЛИНИ ҲАМДА ЖУРНАЛИСТИКАНИ ЎРГАТДИМ?

Вон Тай СОЛ
PhD

Корейс тили ва журналистика бўйича профессор
Ўзбекистон давлат жаҳон тиллари университети
Ўзбекистон журналистика ва оммавий
коммуникациялар университети
Тошкент, Ўзбекистон
seolwontai3121@daum.net

Аннотация

2018 йилнинг сентябридан 2019 йилнинг июнь ойига қадар мен Ўзбекистон давлат жаҳон тиллари университети, Ўзбекистон журналистика ва оммавий коммуникациялар университети ҳамда Ўзбекистон Миллий университетида талабаларга корейс тили ва журналистика бўйича таълим бердим. Корейс тили, лингвистикаси бўйича ўқитар эканман, бу борада талабаларга мос ўқув материаллари камлигини англадим. Шунинг учун мен онлайн манбалардан маълумот тўплаб, бир неча китобларни таҳрирлаб, корейс тилидаги янгилик-мақолаларни йиғиб бир китоб ҳолига келтирдим. Аммо шундай бўлса-да, мен ишлаб чиққан китоб ўзбек талабалари томонидан кўп ўқилмас экан, унинг самараси жуда кам бўлади. Корейс тилидаги янгиликлардан II курс талабаларига “Мамлакатшунослик” фанини ўқитишда фойдаланиш яхши самара берди.

Журналистикани ўқитиш давомида инглиз тилидаги адабиётлардан фойдаландим, шунингдек, талабаларга бу китобдан нусха олишга рухсат бердим ва уларга дарсдан ташқарида ҳамда дарс пайтида ҳам ушбу китобдан фойдаланишларини тавсия қилдим. Аммо менинг бу тавсияларим унча муваффақиятга эришмади, сабаби — ўзбек талабаларида ўзи билан китоб олиб юриш одати унчалик шаклланмаган. Семинар дарсларни олиб боришда талабаларга ҳам инглиз тили, ҳам рус тилида мулоқот қилиш имконини берганим самарали бўлди. Шунингдек, жонли интерактив дарслар давомида талабаларга тақдимот қилиш имконини берганим муваффақиятли бўлди. Фаол тақдимотчиларга 5 баҳо ваъда қилганим яхши натижалар берди.

Калит сўзлар: корейс тили; журналистика; Ўзбекистон давлат жаҳон тиллари университети; Ўзбекистон журналистика ва оммавий коммуникациялар университети; ўқитиш методлари.

КАК Я ПРЕПОДАВАЛ КОРЕЙСКИЙ ЯЗЫК И ЖУРНАЛИСТИКУ В ТЕЧЕНИЕ ОДНОГО ГОДА

Вон Тай СОЛ
PhD

Профессор журналистики и корейского языка
Узбекский государственный университет мировых языков
Университет журналистики и массовых коммуникаций Узбекистана
Ташкент, Узбекистан
seolwontai3121@daum.net

Аннотация

С сентября 2018 года по июнь 2019 года я преподавал корейский язык и журналистику в Университете мировых языков, Университете журналистики и массовых коммуникаций и Национальном университете Узбекистана. Преподавая корейский язык, лингвистику и корееведение, я осознал нехватку учебных материалов, подходящих для студентов. Поэтому я отредактировал несколько импровизированных книг после сбора информации из онлайн-источников, а также сделал книгу, собирая новостные статьи на корейском языке. Однако даже когда я сделал книги для студентов, если бы мои книги не читали узбекские студенты, они бы мало что значили. Использование корейских новостных статей и колонок для обучения становлению было полезно по двум предметам.

Преподавая журналистику, я пользовался английскими книгами и разрешал студентам делать ксерокопии всей книги для изучения до, во время и после занятий. Однако эта идея оказалась немного удачней, ведь у студентов нет привычки носить с собой книги. При этом проведение семинарских занятий, позволяющих студентам говорить как на английском, так и на русском языках, оказалось несколько плодотворнее. Использование студенческих презентаций для проведения более живых интерактивных семинарских занятий оказалось довольно успешным. Обещание пяти очков активным докладчикам принесло хорошие результаты.

Ключевые слова: корейский язык; журналистика; Университет мировых языков; Университет журналистики и массовых коммуникаций; методика преподавания.

I. Introduction

I was a foreigner for the last three years, from August 2015 to August 2018, working in Tashkent in the capacity of the KOICA (Korea International Cooperation Agency) Advisor dispatched to the International Journalism Faculty of the Uzbekistan State University of World Languages. I am assured that I was under the protective umbrella of the KOICA Office during this period and that I was also protected by my Uzbek colleagues at school these three years. After my contract of maximum three years expired in August of 2018, I decided to live and work for one more year with new contracts with Uzbek universities. And so, I signed contracts with Uzbekistan State University of World Languages and Journalism & Mass Communications University.

During the past one year from September 2018 to June 2019, I taught Korean and journalism at the Uzbekistan State University of World Languages, journalism at Journalism and Mass Communications University, and Journalism at National University very briefly. I could experience many new aspects of Uzbek universities and students in this period. In the ensuing sections, I would choose some aspects of my teaching life and briefly describe how I have taught for the last one year. Even though I lived the past three years, I still had to struggle to adjust myself to the already-familiar situation in Uzbekistan. The most remarkable is that I still had to accept the abrupt changes and happenings at schools. The following may look like an individual report on my teaching life for one year. However, I wish that this article can be of some service in future academic cooperation between Uzbekistan and Korea.

II. Classes at schools

I will provide some personal observations during the past two semesters at the universities I worked for. I would like to portray calmly what I have experienced and felt. Some sentences may not be so pleasing to Uzbek teachers

and students, but the following is the least that I would like to share with my colleagues and students.

1. Korean classes at World Languages University

I cannot describe all the subjects that were taught to the students of 1st year and 2nd year at the Korean Language Department, but I will discuss only the subjects that I taught. During the first class, i.e., para, with the 2nd graders, I asked the students to say what they want to do after graduation. Most of the students said that they want to become translators and/or interpreters. Half a year later, I found out that this department also purports to educate Korean-language teachers.

1) Classes for first graders at Korean language department

During the fall semester of 2018, I taught subjects titled “phonetic tizimi” (phonetic system of Korean) and “mutaxassislikka kirish” (introduction to the specialty). I was not ready to teach phonetic system but there were already Korean-language books series entitled “재미있는 한국어 (Interesting Korean), 1, 2, 3, 4, 5, 6”, which were good for six semesters. I taught one third of each lesson of the book, while two other teachers taught one third of each lesson of the book 1.

In teaching “mutaxassislikka kirish” I got some assistance from one Korean KOICA volunteer teacher who gave me some materials to teach Korean culture. She already gave some culture classes the previous year and she gave me the materials she used. While conducting several paras with her materials, I prepared my own materials by accessing online sources in Korean and in English. I taught students with these materials, when suddenly there was a notice that students have to have practices in this course. While having practice classes on various topics with students, I found out that these first-year students were quite good at English. Some of these students presented fluently in English on topics of Korean culture and society. I discovered the possibility that I could teach these students in English, if needed. In fact, while having seminar classes with the students, I found out some students whom I would like to teach Korean and English together.

Later, two of the students were selected to translate during the Uzbekistan-Korean Media Conference held at Journalism University in February 2019. These students were very good at translating from Russian to English at the conference. They were like godsend at the conference. I never expected them to be such good translators. I just wanted them to come and observe what is going on in the conference.

During the spring semester of 2019, I taught them one para per week of Yozuv Tisimi (Writing system of Korean). At the beginning of the semester, I was told that I had to teach this subject. The teaching materials given to me by telegram from the Oriental Studies University via an Uzbek teacher were not appropriate for the students. The materials were for master or doctoral students of Korean linguistics. So, I searched the Google in Korean and in English. I found some materials in Korean and in English. In just one week, I had a book of yozuv tizimi for Korean language majors. My book of Korean writing system, which was compiled based on online sources, consists of eight chapters.

After compiling the book, I sent the e-version book to several students saying that the book should be sent to all students for them to have the book. However, while the classes rolled on, I could see just several students carrying the printed book to classes, whereas most of the students did not carry the book. It was a book edited for them, to help them study the subject “Korean writing system”, but few of them carried the book. I told them that the mid-term and final exam will be based on the book and that students can open their and my book during the exam. The temporary book was never easy for first graders. That is why I edited the book for them to read at home ahead of the class, during the class, and after the class.

If students do not read the book, what is the use of the book? Some students said that they carry the book on their mobile phones. Probably they can. But the value and taste of the book can be appreciated only by reading. I went so far as to say that “if you become Korean language teachers in the future, you will need this book.” I added, “You will be knowledgeable Korean language teachers, if you have some knowledge of Korean writing system in addition to possessing general Korean language skills.”

2) Classes for second graders at Korean language department

For the fall semester of 2018, I taught three paras: one para per week of the philology of Korean and two pair of lessons per week of “Mamlakatshunoslik” (Country Study) (“country-specific studies”, namely, Korean studies?). For the spring semester of 2019, I taught four paras per week: one para per week of Yozuv Tizimi (Writing System), one para per week of lexicology, two paras per week of Mamlakatshunoslik. It appears that the school puts emphasis on Mamlakatshunoslik, because under the same title I taught the same course for two consecutive semesters.

For the philology course of fall 2018, I taught with the book “재미있는 한국어 3” (Interesting Korean 3). In the same manner with the book 1, three teachers taught one third of each lesson of the book. I taught the book for the whole semester, and no problem.

For the Yozuv Tizimi course of spring of 2019, I used the same book with the first graders. Of course, the second graders understood better. Very naturally, their test results were higher. By using the same book, I could save the time in preparing classes, and I could also compare the students’ understanding of the same course. Test questions were designed to make students read the book.

For the lexicology course of spring of 2019, I edited another book borrowing from the cyberspace. Wikipedia, the online free encyclopedia had lots of information and also some Korean search engines were useful. The makeshift book consisted of eight chapters as shown in the following:

I took note of the Korean-language news articles for Koreans, which are published in Tashkent. Articles or opinion pieces of Korean-language newspaper named “Han In Il Bo (한인일보)” will do, albeit, not satisfactory. In fact, students covered a variety of themes and the Korean words and sentences are the living words and sentences for them to learn. They have to study Korean with these materials. They have to learn the language and the society with these news articles. That was my final decision.

At first, during the first semester, I told students to transcribe Korean sentences on the whiteboard. Even while copying the Korean words on the whiteboard, students made spelling mistakes and it took quite a time in transcribing paragraphs. However, with this method, I could find out how they understood the sentences, and I also could correct their misspelling of Korean words. After one student has finished transcribing the sentences, other students corrected misspelled words. After that, some excellent students translated the sentences, while I gave explanations about words, sentences, and Korean situations under the specific topics of the articles. During the class, we could cover only one third of half of each article.

In the spring semester of 2019, I prepared a book of columns and articles made up of 30 topics. The makeshift book reached 30 pieces, and I wanted the students to bind them into a book. Some students printed and bound them into books, some stored the articles on their mobile phones and so on. Binding news articles into one temporary book means that students can read them before, during,

and after the class. It was like a home work for them, even though I did not say every time that it is home work. Several students studied the topics at home and could translate the sentences into Uzbek. Mostly, Uzbek group students translated Korean sentences into Uzbek, while Russian group students it was not easy task to do.

One student translating and the teacher helping the student. This method was to give the student the chances to do the practice. I tried to give more chances to more students, but the number of student doing the translation was just limited as the department's aim is to traing specialists in teaching the Korean language. However, at the end of the second semester of Mamlakatshunoslik, we could read the whole article printed on one page. Some students showed remarkable progress in their understanding and translating of Korean sentences. I tried to give them opportunities to discuss the topics in class. If you have read and translated, then you have to be able to discuss the topic with the words and sentences in the text.

2. Journalism classes at Journalism and Mass Communications University

During the fall semester of 2018, I taught “International and Global Communication” to two first grader groups. It seemed really an experiment for me. Although I was told that it was a seminar class, I was also told that I should give some lectures at the beginning of the course. It was never easy for me to teach over 20 students among whom only two or three understood some English. So, I lowered my aims. I could just teach them the concepts and terms. They are merely first graders who have to start learning journalism. I used the book entitled “Understanding Global News: A Critical Introduction (1998), SAGE Publications, by Jaap van Ginnekin”, because I thought that this book could open eyes of students to have a broader view of the world news.

This book was never easy for the first graders. Therefore, I permitted students to have photocopied versions of my book. The book was written by a Dutch, and he tried to provide different views of the world from other scholars from the United Kingdom or America. I liked the book, so I chose the book to teach. While the semester progressed, that is, after two months, seven or eight students had books copied from mine. It was just good. I let them take the mid-term exam and final exam with open books. Some of them wrote good answers in English. The final exam was evaluated without names of students on their answers.

During the spring semester of 2019, I taught “History and Current Status of World Journalism” to another group of students which are made up of different

groups. I already have a book in the file format, which I edited two years ago based on Google information. I distributed this e-book to students saying that the lectures will proceed based on the structures of this book. A student leader appeared quite good at arranging the order of presentations of the book chapters. I set up plans to teach in the format of lecture and seminar by para. The students allocated chapters to each student before I talked about the allocation of the book chapters to present. Good job. I permitted them to present in English, and additionally in Russian, if they wanted. I did not want students to feel stress because of languages. However, I told them repeatedly that “before graduation, your English should reach a certain level”.

In the middle of the semester, I felt that students do not listen to my lectures. So I changed methods. I will give you absolute “five” when you give three presentations in this semester. Students became more active after this remark. Some students conducted question and answer sessions during their presentations. That was good. In fact this group read more than one book after finishing my book entitled “History of World Journalism and Communication” of about 400 pages. The additional books read were: “Online Journalism: Reporting, Writing, and Editing for New Media (2005), Thomson Wadsworth, by Richard Craig” and “Who Controls the Internet (2006), Oxford University Press, by Jack Goldsmith and Tim Wu”.

After the final exam, and after giving grade sheets to the Uzbek teachers, I got a message from a student. The student wrote on the telegram to me that “their group is all satisfied”. She asked me whether I can continue to teach their group. My answer was “Ask your teachers whether you can continue to have classes with me”.

3. Journalism classes at National University

In mid-April, suddenly I was called to give classes at the National University. So, I visited the university on April 18th. I was asked to give an unprepared lecture on this day, and I gave a short lecture on the meanings of South Korean President Moon’s visit to Uzbekistan. I gave lectures on Asian journalism to third graders, when I suddenly was asked to give lectures to second graders. I said, I understand the sudden changes. While teaching second graders, I thought that conducting classes in a seminar format will be a lot better, a lot beneficial to the students. At any rate, is it not the duty of teachers to make or help students to study? If teachers lecture and students yawn and feel sleepy, it is not a good method of teaching or conducting classes. Teaching presupposes existence of

knowledgeable teachers, but it also may mean good teaching skills in making student study. Sometimes, skills in teaching could be more important.

So, I organized the classes in the format of seminars where students have to present. I allocated chapters of my book on history of Japanese, Chinese, Korean journalisms. Two second graders gave their first ever presentation in English. The two seemed a bit nervous, but at any rate, they did it. I gave them a profuse praise for doing it for the first time, ahead of others. Doing it first, reporting the news before others do. Is it not the model of successful journalists? And should not the students of journalism learn about it? At the Journalism Faculty of the National University, one teacher told me that they are considering starting English classes to improve students' current English in order for students to attend and understand my classes. It will be a good experiment. In fact, I discussed this question with other Uzbek teachers. What's the use of offering English classes if students do not understand? This idea agrees with my suggestion of starting experimental English groups for foreign teachers, albeit temporarily. Uzbek universities can at least carry out an experiment by starting English groups too.

4. Unexpected academic findings for one year

To be frank, I wanted to start teaching English in September 2018. However, the International Team of the World Languages University wanted me to teach Korean, citing that I am a Korean. But my wish to teach English could be realized in the future if the university understands my wish. At any rate, while teaching the Korean language, Korean studies, and Korean linguistics, I found something new I did not expect to know. One of the shocking academic findings for me was the close resemblance between Koryo kugyol and Japanese kana

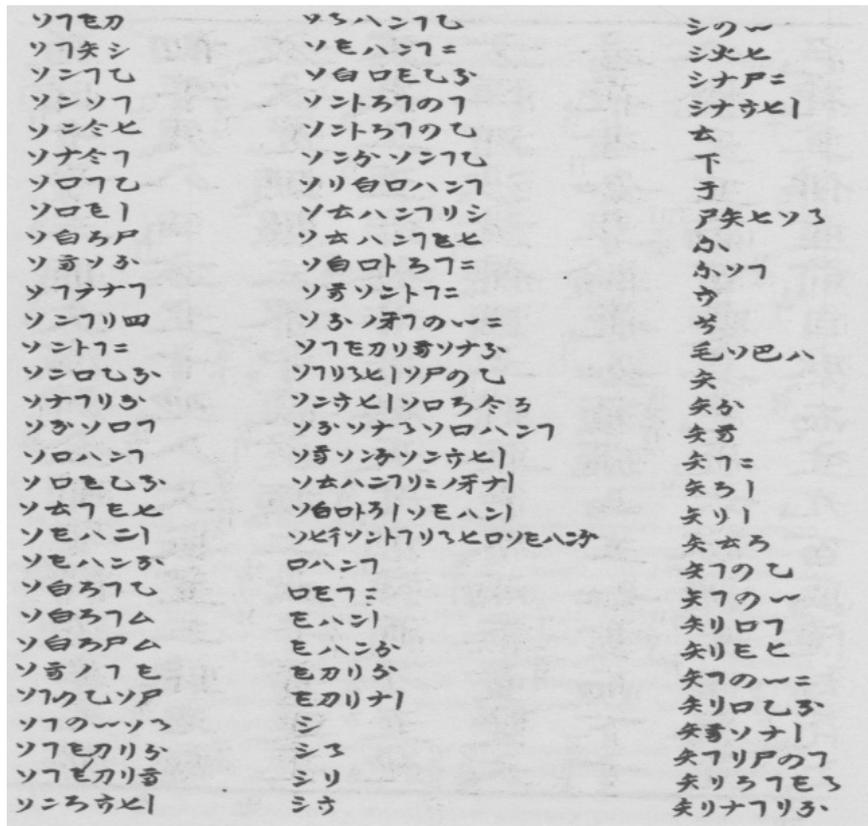
As shown in the following photo and explanation, the Koryo kugyol (고려 구결) and Japanese kana writing have very strong resemblance. In fact, this is a part of linguist Adrian Buzo's "An Introduction to Early Korean Writing Systems" (undated article provided by Oriental Studies University as part of teaching materials for the course of Korean writing system in February 2019). As I already know Japanese quite well, I was deeply surprised to see the Koryo kugyol and kana writing. Although Buzo merely mentioned the similarity between the two writing systems, I am sure that some further and serious academic research is required. If the research has been already done, it is good.

However, this part of the book by Adrian Buzo shows the probability that there were cultural flows between the Korean Peninsula and Japanese islands long

before, and the flow might be from Korea to Japan. It could be about one thousand years ago, before Hunminjeongum (훈민정음. This is the original name of the Korean writing system currently called Hangeul, 한글) was created in the 15th century. Kugyol was a form of writing system used by Koreans utilizing Chinese characters before Hunminjeongum was created.

I also learned anew that the Chinese characters flowed into the Korean Peninsula at around 2nd century BC. It is a widely accepted theory. If my memory serves me right, I learned from history books as a middle school student that Chinese characters came to Korea at around 7th century. However, this time I need to change my knowledge about it.

To add a few more examples, I knew only the terms of Korean writing systems before Huminjeongum: Idu(이두), Hyangchal(향찰), and Kugyol (구결). But while preparing the book for the course of Yozuv Tizimi, I found the roles of these respective writing systems.



(Caption) Koryo Kugyol: When isolated, the particles of the annotated Inwang Sutra display a strong resemblance to Japanese kana. <Source: Adrian Buzo’s “An Introduction to Early Korean Writing Systems”>

III. Concluding words as evaluation of past one year

During the past one year I gave Korean classes and journalism classes. In teaching Korean, Korean linguistics, and Korean studies, there were few useful teaching materials. So, I made several makeshift course books myself after collecting materials from online sources. While preparing materials and giving classes, I learned some new knowledge for myself. In teaching journalism courses, I think I have enough English books to teach. But for Uzbek students I had to make temporary books from online sources. It is advisable that Uzbek teachers discuss fully with foreign teachers what to teach and how to teach before semesters start.

While teaching Korean, I found some new knowledge for myself. However, new academic findings can never be an objective for me. They are merely byproducts obtained in the course of teaching. What is more important should be how I came to find out new methods of making students study harder and conduct classes more actively and interactively. How to make classes livelier and more productive should always be studied and experimented.

Looking back on the past two semesters, I am not perfectly satisfied with myself. However, I can say that at least I made some efforts to make Uzbek students study, and I found out methods as to how to make classes livelier. This could be a minor learning and a new finding for me working as an Uzbek teacher for one year. I am reminded that a person's learning shall continue.