

Kaplan Tamara
(Hanguk University of Foreign Studies)

History and present state of teaching Korean in Far Eastern National University of Russia

The purpose of this paper is to describe the history and present situation of teaching and studying the Korean language in the Far East of Russia.

Globalization of the Korean language is obviously one of the most important issues in the Republic of Korea. I would like to show some of the achievements and difficulties encountered in the process of teaching the Korean language in the Russian Far East in order to help the Korean language educators who are not familiar with the situation in Russia to achieve their goal of expanding the Korean language all over the world.

Korean studies in Russia's Far East began as early as the fall of 1900, when the Oriental Institute opened the Department of the Korean Language, which happened to be the first and only one at that time in Russia. This department was headed until 1921 by the founder of Russia's Korean linguistics, Prof. Podstavin (1875-1924). Spoken language was taught by Han Gil-Myeon, a citizen of Korea.

The Oriental Institute was an institution of a new type, aimed at fostering practical Orientalists who would have not only a good command of the Korean language (written and spoken), but also knowledge of Korea's geography, ethnography, its economic and political structure, religions, and modern history (19th century). Such were ideas which generated the basics of the Korean language teaching methodology.

In July 1939, due to repressive policies by Stalin, the Oriental Institute was closed and the Korean language program in the Far East ceased for many years.

In 1975, the Far Eastern State University resumed teaching of the Korean language and Korea-related subjects. In the first years, the lecturers were graduates from Leningrad State University and Moscow State University. Then fresh instructors were selected among the best graduates. In their teaching of the Korean language, the professors and lecturers of the Higher College of Korean Studies follow the best traditions of the Oriental Institute, focusing on training practical specialists, fluent in both written and spoken Korean language.

In recent years major changes have taken place in the university education system in Russia and this had an impact on the Korean language program as well. The increasing number of subjects in the general course of the Korean language has required developing and implementing new teaching methods for each of these subjects.

Further the paper briefly describes the goals, means and content of the Korean language program by focusing on the contents and methods of teaching productive and reproductive written language. Describing the textbooks, manuals and contents of the teaching course we have attempted to illustrate the manner in which we have achieved the main goals of mastering the Korean language.

카플란 타마라

(한국의국어대학교 통번역대학원)

러시아 극동대학교 한국어 교육의 과거와 현재

본 논문은 러시아 극동의 한국어 교육 및 학습 현황과 한국어 교육의 역사기술을 목표로 한다. 한국어 세계화는 한국에서 가장 중요하게 여기는 주제 중 하나이다. 본 논문을 통해 러시아 극동 지역의 한국어 교육과정의 당면 과제 및 성과를 논하고자 한다. 이를 통해 본 주제에 익숙하지 않은 한국어 교육자들이 한국어를 전 세계에 널리 보급하는데 기여하고자 한다.

러시아 극동의 한국학 교육 역사는 1900년 가을, 동양대학교에 러시아 최초의 유일한 한국어학과가 개설되면서부터 시작되었다.

동양대학교는 새로운 형태의 교육기관으로서 이 기관의 주요 목표는 동양어 구사능력뿐만 아니라 한국·중국·일본의 지리학, 민속학, 정치·경제체제, 종교, 역사에 관한 지식까지 겸비한 실질적인 동양학전문가의 양성을 추구하고 있다. 당시 러시아에는 한국어 교수법의 기초가 마련되어 있었고 이 교수법의 목적은 실질적인 한국어 습득이었다. 1939년 동양대학교는 폐교되었고 극동지역의 한국어 교육은 장기간 중단되었었다.

이후 1975년 국립극동대학교 동양학부에서 한국어 교육이 부활되었다. 한국학대학의 강사들은 한국어 교수법에 있어 동양대학교의 전통을 고수하고 있다. 즉 한국어 말하기 및 쓰기 능력이 뛰어난 실질적인 한국전문가 양성에 주된 관심을 가지고 있다.

최근 러시아의 고등교육시스템에 큰 변화가 있었으며, 이로 인해 한국어 교육 시스템 역시 많은 영향을 받았다. 한국어 교육과정의 전체 과목 수가 증가했고, 이에 따라 과목별로 새로운 교수법을 개발해야 했다.

본 논문은 한국어 교육의 목적, 방법, 과제들을 간략하게 다루고 있으며, 교수법과 생산적·재생산적인 쓰기 교육 내용에 중점을 두고 있다. 또한 어떠한 참고서, 교과서 및 교육과정을 활용했는지 설명하였고, 이를 통해 한국어 쓰기 습득이라는 목표가 어떻게 이루어지고 있는지 서술하고자 했다.

논문의 결론 부분에는, 최근 인구적 요인을 비롯한 여러 요인들로 인해 한국어를 배우고자 하는 사람들의 수가 감소하고 있음에도 불구하고, 한국과 러시아 극동지역 간 경제협력 확대와 관련하여 상황이 개선되기를 기대하고 있다는 내용이 담겨있다. 이러한 협력 확대를 실현하기 위해서는 한국어에 능통하고 한국의 역사, 문화, 경제 관련 지식이 풍부한 다수의 실무 전문가들이 필요하기 때문이다.

I. The opening of the Oriental Institute

The Oriental Institute was established on October 21, 1899, the day commemorating the fifth anniversary of the reigning Emperor's accession to the throne. The telegram from Emperor Nikolay II which arrived the following day read: "Happy the Institute of Oriental Studies has been established. Sincerely wish it to be successful and prosperous for the benefit of not only the Far East, but Russia as a whole".

At the end of the 19th and beginning of the 20th century the Russian Empire, making every effort and resorting to every possible means, in an amazingly short time, accomplished a weighty matter of state which can be called the first national project in our history – the development of the Russian Far East and Eastern Siberia. The most complicated issues of settling the remote land, creating a system of communication, as well as establishing its industrial and agricultural base, defense, education, economic and cultural integration in the Pacific Rim, were tackled simultaneously, comprehensively, in a scientifically founded manner with unprecedented state financing, under all-round state control and with a strategy of long-term development.

This strategy included several very large-scale projects: Moscow-Vladivostok and KVZhD (Chinese Eastern Railway) trunk-railways were built along with ports and military fortresses and preparations were made for the coming west to east population shift. Vladivostok occupied a special position in this strategy. Gaining access to the sea as a continental power was not a new task in the history of Russia; the foundation of Saint Petersburg served as an example for those who were engaged in planning the development of the Russian Far East. Russian Island and Peter the Great Bay are both symbolic names. Russian government distinctly understood what it wanted to construct in this place, namely the eastern sea gates of Russia, the economic, commercial, military, and educational capital of the vast Russian Far East.

This city was in great need of specialists who knew languages, cultures, histories and economies of Asian countries, and who were capable of ensuring the integration of Russia into this region. There were no such specialists in the Russian Far East, since no educational institution in the country trained them.

In Russia, orientalists were trained only at St. Petersburg University, but with respect to the countries of the Far East, this educational activity was totally academic. For example, at the end of the 19th century, when there was a sharp increase in contacts with Japan, neither professors nor graduates of Petersburg University majoring in Japanese Studies, could speak Japanese. They had gradually lost skills of colloquial Japanese because of the long absence of native Japanese speakers at the University.

The establishment of the Oriental Institute in Vladivostok, the first higher educational institution in the huge territory east of Lake Baikal, was to solve this problem. Sergey Vitte, Chairman of the Council of Ministers of Russian Empire, was a vigorous supporter for creating the Oriental Institute. He can be rightfully called not only the founder of Oriental Institute, but also the main author and senior executive of the entire “national project”, which resulted in Russia’s consolidating its position in the Far East.

On April 21, 1899 the State Council of the Russian Empire adopted the resolution on the establishment of the Oriental Institute in Vladivostok, and on May 24, 1899 Emperor Nikolay II affirmed “A Clause on the Oriental Institute”. The ceremonial opening of the Institute took place on October 21, 1899, the day commemorating the five-year anniversary of the reigning Emperor’s accession to the throne. The significance of this event went far beyond the limits of the region and became truly historical. Creating the Institute of Oriental Studies was judged a major landmark in the cultural and public life of Russia, and this was noted in the congratulations of Emperor Nikolay II and other distinguished statesmen of the country — Great Prince Konstantin, Ministers of: National Education — Bogolepov, Finance — Vitte, Agriculture and State Property — Yermolov, Communication — Hilkov, and governors, diplomats, scholars, clerics and rectors and faculty members of over 40 domestic and foreign higher educational institutions.

Professor Alexey M. Pozdneyev was appointed director of the Institute. He was one of the foremost experts in Mongolian Studies of that time, Professor of the Mongolian and Kalmyk Literature at the Chair of Oriental Languages of Petersburg University and Incumbent Councilor of State. On July 28, 1899 Professor Pozdneyev met with Nikolay II who expressed hopes for the future important role of the Oriental Institute.

The Institute was born as a unique institution in the system of national education of Russia. On the edge of Russian land, in conditions of the remote Far East, it was supposed to train highly qualified orientalist-practitioners capable of serving in administrative and military establishments of the East Asian region of Russia and its neighboring states as well as in business and industry. This challenging task was quickly accomplished by the Institute in many respects thanks to “the landing” of the orientalist teachers and scholars of Petersburg University who had left comfortable lives in the capital of the Empire to create the new centre of Oriental Studies next door to countries they studied.

Among the first professors of the Institute were world famous and talented scientists: the foremost expert in Manchurian Studies in the country - A.M. Pozdneyev, the founder of Scientific Korean Studies in Russia - G.V.Podstavin, Sinologist A.V.Rudakov, a specialist in Japanese Studies - E.G.Spal’vin, a specialist in Mongolian Studies - G.T.Tsybikov, a young specialist in Country Research - N.V.Kyuner, who spoke 17 languages (seven Oriental and ten European) and others. They made a considerable contribution to the development and distribution of advanced educational and scientific knowledge and traditions. As a result of

their efforts the Oriental Institute became Russia's first center of practical Oriental Studies in a short space of time.

II. Korean studies in Russia's Far East and the formation of a new methodology of teaching the Korean language

The History of education in Korean studies in Russia's Far East began in the fall of 1900; one year after the Oriental Institute was established. At that time the Department of the Korean language was opened and it was the only one in Russia. This department was headed since its first days and until 1921 by the founder of Russia's Korean linguistics – professor G.V. Podstavin (1875-1924). Graduate from Mongolian philology department of St. Petersburg University, he was sent for two years to Korea and after the return arrived in Vladivostok and led the Korean department. During the years of teaching he wrote 11 textbooks on grammar and vocabulary of the Korean language. At the same time a Korean citizen, Han Gil-Myeon, was invited to teach a practical Korean language. He received an excellent education in Korea, and studied Russian at the School of Orthodox Mission in Seoul.

Oriental Institute was an institution of a new type, whose main task was to train practical Orientalists. Institute curriculum was developed in accordance with the objectives and methodology of training. Duration of training was determined in four years and from the second year students were grouped into four departments: Sino-Japanese, Sino-Manchurian, Sino-Korean and Sino-Mongolian. In addition to the Oriental languages, for the first time in the Russian Institute geography and ethnography, economies and political structure, religion and modern history (19 century) of the Far East countries were studied.

While delivering lectures at the Institute or on working trips abroad, professors were drafting the "Observations" (so were named the syllabi of taught disciplines).

Professors prepared grammar and teaching textbooks for the Study of Oriental Languages and compiled anthologies with samples of spoken and literary language, examples of private correspondence and texts of official documents, diplomatic, administrative, civil and criminal proceedings and commercial correspondence. Studies of the peculiarities of official business and commercial letters were accompanied by a familiarization with elements of cursive writing.

Mandatory day classes (in the classrooms of the Institute) and evening studies (in the dormitory) under the supervision of an inspector or a teacher on duty were considered a prerequisite for successful completion of the institute's course. At the exam second year students had to understand simple spoken texts, read the most accessible material in newspapers and magazines, had to show a basic knowledge of cursive writing and an ability to read cursive texts. They also had to converse on everyday topics. For third and fourth year students it was necessary to have a good knowledge of 2,700 characters, to be able to translate newspaper articles and reports of military and political nature, be familiar with the basics of official and private correspondence and read cursive texts. They also were asked to convey the contents of articles read by the lecturer in the vernacular.

One of the ways to achieve this goal was a trip to the country of the studied language during the summer holidays (May-August). The results of these missions were reports that have been regularly published in the "Proceedings of the Oriental Institute", the scientific journal of the Institute, which was published at its own printing plant, the only one in Russia having different fonts of oriental languages. These contents appeared in abstract form in the journals of Oriental studies in Western countries. The pride of the institute was a unique library of Oriental books and manuscripts collected by professors and students traveling to the Far East.

Already in the first years of its existence, the Oriental Institute has been gaining prominence in the country. It was due to a general interest in political events in the Far East, an opportunity to join new and vital work in the practical field of Oriental Studies, and in the training of good specialists and highly qualified professors. From all corners of the vast Russia, young people went to Vladivostok to study.

During 1937 and 1938 the Oriental Institute suffered under Stalin's regime. A large number of its professors became victims of repressions and many were executed. In 1939 the Far Eastern State University (which was formed on the basis of the Oriental Institute) was closed, and for many years the process of studying the Korean language in the Far East was interrupted.

III. Higher College of Korean Studies continues the traditions of the Oriental Institute

A quarter century later, on Sept. 1, 1975, it was decided to resume the teaching of Korea-related subjects in Far Eastern State University. The formation of education in Korean studies at Far Eastern State University in 1970-1980-s was performed with the help of the leading Korean Studies centers in the country – Leningrad State University and Moscow State University. The graduates of these schools (including the author of this article) were invited to the Faculty of Oriental Studies to teach the Korean language and Korean Studies courses. The Oriental Studies Institute at the Academy of the USSR also provided substantial assistance, at that stage, in the preparation of the Korean studies specialists in Far East. Its cooperation with the Far Eastern State University was not only helpful for the theoretical training of students, but also led to the scientific and pedagogical development of professors.

Until the end of the 1980-s, the Division of Korean Philology was part of the Department of Japanese Philology Department, and in 1988 an independent Department of Korean Philology was established. June 10, 1994 on the basis of the department, was founded Faculty of Korean Studies. Later, in autumn 1995 it was converted to the Higher College of Korean Studies (HCKS FESU). Currently, HCKS trains about 150 students within two departments - the Department of Korean Philology and the Department of History, Economy and Culture of Korea. The Korean language is taught by 20 professors, including three native speakers of the Korean language from the Republic of Korea.

In the initial period of teaching practice there was not a single textbook on the Korean language subject, and for the classes professors used photocopies of the texts from Korean language textbooks for foreigners of Pyongyang University as well as texts from a North Korean newspaper "Nodong Shinmun". The first in-house Korean language textbook for first year students was published in 1985; its authors were professors Verholyak and Kaplan.

After this, the department continuously worked on the development of its own textbooks and manuals. The results of these works were "Textbook of the Korean Language for Students of the First Year" (V.V. Verholyak, T. Y. Kaplan, 1997), "Textbook of the Korean Language for Students of the Second Year" (V.V. Verholyak, L.V. Galkina, V.N. Kozhemyako, 1998), "Korean Language Textbook for Students of Non-Oriental Majors" (T.Y. Kaplan and others, 2004), textbooks for senior students "Learning the Korean Language through the Press" (T.Y. Kaplan, Jung Eun-San, 1999) and "Korean Language for Business Communication" (T.Y. Kaplan, Jung Eun-San, 2004), "Linguistic Etiquette of Modern Korean" (T.Y. Kaplan, T.S. Deriugina, 2003), "Handbook on Commercial Translation from the Korean Language" (I.V. Yusov, 2007) and other educational materials.

Publication of the majority of textbooks became possible due to substantial financial support from the Korean Foundation of the Republic of Korea. In addition, in recent years, more than 10 teachers received Korean Foundation grants for study and research at various universities and research institutes of the Republic of Korea.

In 1997, 1999, 2002 and 2004 the Korean language department held regional conferences on methods of teaching the Korean language, that were attended by representatives of the universities of Siberia and the Far East of Russia, where the Korean language is taught.

In the methods of teaching the Korean language, HCKS professors follow the traditions of the Oriental Institute, focusing on training practical specialists, fluent in both written and spoken Korean language.

We can say that much as was the case many years ago in the 1900-s, having started teaching the Korean language almost from scratch, in slightly more than thirty years we have ensured that HCKS has become a Korean Studies Center recognized in Russia and abroad. Here now the professors with great practical experience are working. HCKS has published a large number of textbooks, tutorials and exercise books, the college became a methodical center for training young scholars and for the development the Korean language curriculum for the Far East universities and schools.

IV. Changes in higher education system in Russia and new curricula for the Korean language classes

After a brief review of the history of the Korean language teaching in the Far East of Russia and the process of establishing a new method of practical learning of the Korean language, I would like to explain what changes the higher education system in Russia has undergone in recent years, as it had an influence on the teaching system of the Korean language.

Only about ten years ago the period of study at universities was five years, but now Russia has also switched to an international education system and almost all universities are already training Bachelors (4 years) and Masters (6 years), while also preserving five-year education system after which graduates receive the qualification of "specialist".

Five years ago the Higher College of Korean Studies of the Far Eastern State University also began training bachelors. It should be noted, however, that bachelor program is not very popular among students. Virtually all students who receive a bachelor's degree continue their education for one more year to obtain "specialist" qualification. A Master's program at the Higher College of Korean Studies was introduced only this year, but at the same time there is still, a three-year Postgraduate school program of the old system, after successful completion of which and the dissertation defense a PhD degree is assigned.

The curricula of many subjects are also changing. Not an exception, the system of teaching Korean language has undergone great changes as well. If five years ago, in the students graduating diploma only one subject - the Korean language, with a total of 1,916 hours was specified, the total number of hours has been reduced to 1,768 currently. Instead of this the quantity of subjects in the curricula has increased considerably. Below is a list of subjects, the total quantity of hours for each subject, and the number of class hours per week.

1st year -

1. Fundamentals of grammar and written Korean -340 hours (10 hours per week)
2. Fundamentals of phonetics and spoken language - 136 hour (4 hours per week)

2nd year

1. Fundamentals of grammar, vocabulary and written Korean -102 hours (6 hours per week)
2. Practical grammar and vocabulary -102 hours (6 hours per week)
3. The practice of spoken language - 204 hours (6 hours per week)
4. Listening and comprehension -68 hours (2 hours per week)

3rd year

1. Fundamentals of translation - 68 hours (4 hours per week)
2. Translation - 68 hours (4 hours per week)
3. The practice of spoken language and video classes-136 hours (4 hours per week)
4. Listening and comprehension - 68 hours (2 hours per week)

4th year

1. Theory and practice of translation - 34 hours (2 hours per week)
2. Translation and abstracting - 68 hours (4 hours per week)
3. Analytical reading - 34 hours (2 hours per week)
4. Practice of spoken language and video class - 170 hours (5 hours per week)

5th year

1. Synthetic reading and abstracting texts -102 hours (6 hours per week)
2. Advanced spoken language - 68 hours (4 hours per week)

Since this division of subjects took place only five years ago, the methodology of teaching for each subject is still evolving. And considering the fact that most of the professors working in the Higher College of Korean Studies are quite young (the average age 30 years) and do not have substantial experience, it becomes clear that this is a very difficult task.

During the past three years the Department conducted extensive work on the preparation of teaching methodology complex for each subject. The structure of each complex includes:

1. Working curriculum of the subject
2. Methodological guidelines for the mastering of the subject
3. Main textbook
4. Glossary-terminology dictionary
5. Assignments for self-study and recommendations for its implementation
6. Practical works and recommendations on its implementation

7. List of main and additional literature
8. Means of self-check for each subject
9. Intermediate examination tests for each subject
10. Final examination tests
11. Audio training materials
12. Video training materials
13. Educational and referential computer programs

V. Goals, means, objectives and content of teaching the Korean language

Practical or communication-oriented foreign language teaching involves the development of skills to extract information from written and verbal sources, including the ability to read the political, popular scientific, technical literature, the ability to understand verbal messages on topics of the educational program, as well as the ability to communicate in the studied language. These objectives can be achieved by adherence to the following conditions:

1. Parallel, interconnected, and at the same time, differentiated training of all language activity types: listening and comprehension, speaking, reading and writing. Regarding translation as an auxiliary form of language activity, it is used as a tool to control knowledge, skills and abilities, as well as bilingual exercises, and it is especially instructed in higher institutes of language studies (for example, in HCKS, we introduce the subject of translation in the second semester of the third year.)
2. Formation of phonetic, lexical, grammatical skills as foundations for the development of language skills.
3. The acquisition of linguistic material, including its actions and transactions in speech occurs gradually and is completed by the creation of sounds, letters, morphemes, words, phrases and structural models of sentences. This is achieved through language and speech exercises with significant predominance of the latter.

If we talk about training purposes, the modern methodological practice includes three objectives: practical, general educational and pedagogic.

The practical purpose of learning means first and foremost a practical mastery of language as a tool of communication. However, this is a fairly broad understanding of the purpose which is differentiated depending on the specific conditions of language learning. Thus arises the problem of the level of practical language skills and the need to indicate intermediate and final learning objectives for each aspect of speech and language in a particular phase of training.

This is the ability to use references, to work with the dictionary, to have the skills of memorizing words and rules and their retrieval from memory.

For example, in the framework of the practical purpose of learning - in the class the students solve the following tasks:

1. Communicative: understand the speech of native speakers, have good command of verbal dialogic and monologic speech, read aloud and to oneself un-adapted texts without a dictionary, write essays, drafts, notes, abstracts, make adequate translations from Korean texts into the Russian language.
2. Professional: development of skills necessary for future career.
3. Regional studies: in-depth familiarity with the reality of the Republic of Korea and the DPRK.

General educational goal is to educate students to recognize the diverse ways of expression that are present in different languages, which makes the thinking process more flexible, develops speaking ability of students and enriches their language means to express thoughts. The general educational goal is also the use of language to improve the overall culture of the students: knowledge of the culture, history and current situation, geography of the Republic of Korea and the DPRK.

VI. Language and speech aspects in teaching of the Korean language

Language aspects: phonetic, lexical, grammatical.

Speech aspects: listening and comprehension, speaking, reading, writing.

The instructor must have a good command of the subject himself, as he should consider these aspects in terms of the constraints that will be faced by the student. The instructor must know what constitutes a phonetic system of language, phonemic structure, intonation of the Korean language. He must possess theoretical knowledge of the grammar of the Korean language.

In the aspect of teaching, linguistic phenomena at different levels (phonetics, grammar, vocabulary) are introduced and practiced separately, i.e. in classes especially dedicated to this. Of course, speech practice is necessary during the course of these studies as well.

The basic principle of education is a communicative orientation, but in speech there is no separation of aspects, units at all levels interact. Education is organized in an integrative way (i.e. simultaneous training of units at all levels in their natural relationship). For teaching vocabulary a lexical minimum (the number of words necessary for communication) should be selected.

A lexical minimum does not necessarily have to be elementary. It could be a lexical minimum of an advanced stage, e.g. minimum of newspaper vocabulary, etc.

In the Korean language programs for different learning stages there are defined final and intermediate demands for proficiency in terms of a lexical minimum. In the five years of education at HCKS, students must master about 4,000 lexical items.

VII. Teaching of productive and reproductive Korean language writing and contents of the Korean Language Writing course from 1st to 5th year

As the author over the past ten years conducted classes on the Korean Language Writing we would like to elaborate on methods of teaching and describe the contents of the Korean Language Writing course.

Written speech can be of two types: reproductive (written statement of what has been read or heard, summaries of articles, lectures, textbook chapters, abstracts (detailed description), plans, reports) and productive (own speeches, descriptions, narrations, letters, notes, remarks, articles, statements, explanatory memorandum, reviews).

Since virtually all students enrolling into HCKS are learning the Korean language from the very basics, with the study of sounds in the introductory phonetic course, they are simultaneously taught writing. The first step of writing training consists of: the graphic depiction, the system of writing symbols, the procedure of composing the graphic syllable.

Typically Russian students obtain a good command of Hangeul in two weeks of classes (28 hours), but as for diphthongs – they pose a much more difficult task. Students are confused by diphthongs (와, 외, 왜, 웨, 위, 워) even until the end of the first year. Another problem - students do not know how to group the letters in syllables and forget to write the silent "ㅇ" at the beginning of the open syllable. We teach both how to read and how to write letters, syllables and words at the same time. During training, students must develop the writing technique - the ability to correlate the sound with the graphic symbol.

Initially, students do a lot of exercises. In the classes it is done orally, while homework is given in a written assignment. We maintain the rule of the oral advance (first express it verbally, and then put it into the written form). Text is the highest unit. Writing ability is directly connected to the text, which is at first simple and consists of three to four sentences, and then progresses into larger and more complicated forms.

We teach reproductive and productive speech at the same time, though reproductive speech is introduced later as it needs a text that can be reduced or compressed. Since in the beginning there are no such texts, they cannot be reduced, in addition to the fact that students have limited vocabulary. Assignments at this stage might be as follow: compose and write a story based on the reading of the text (example: "What do we do in class?", "We learn the Korean language, we write and read").

For grammar and reading classes of the first year, instructors use the above mentioned textbook, published in the Far Eastern National University, of the authors Verholyak and Kaplan, and as for the spoken language, listening and comprehension and writing training, instructors use textbook: *말의 트이는 한국어 I*, published at Ihwa University.

During the first year of study, students must develop the ability to use written speech in the Korean language, preserving the rules of the national graphics and modern spelling. Since during the educational period in middle and high school students already develop a skill in writing essays on various topics in Russian, which means they know that every written text has to be based on a defined plan: introduction – main text – conclusion, so the task of the instructors is to teach them the linguistic tools of the Korean language, with which they can master the written language.

During the first year, students write essays on the following topics: "Self-introduction" (자신 의 소개), "At the lesson"(수업 시간) "My Day" (나의 하루), "My Family" (나의 가정), "Weather" (날씨), "Weekend" (주말), "Traveling" (여행), "Shopping" (쇼핑 사기), "Hobbies" (취미), "The House of My Dreams" (내 꿈속의 집), "Far Eastern National University"(국립 극동 대학교), "My City Vladivostok", (나의 고향도시 블라디보스톡) "Letter to a Friend (Congratulations)" (친구에게 쓰는 편지 (축하), "An Invitation to a Birthday Party" (생일에 초대 하기).

Additional types of work include various written dictations. Dictation can be phrasal, and not just consist of words, and also can be in micro text format. From start, special attention should be paid to the spelling of words, because the principle of Korean spelling is morphological, rather than phonetic.

During the second year students should form an ability to express their thoughts in writing. For grammar and reading classes of the second year, instructors use the textbook, published in Far Eastern State University, of the authors Verholiyak, Galkina and Kozhemyako, and as for the spoken language, listening and comprehension and writing training, instructors use the textbook: 말의 트이는 한국어 2, published at Ihwa University.

Essay topics: "Mountains of Korea" (한국의 산), "Cooking Russian Dishes" (러시아 요리 만들기), "Making Kimchi" (김치 만들기), "Great People" (위인), "My Korean Friend" (나의 한국 친구), "Memories of a Trip to Moscow" (모스크바를 다녀왔어), "Vladivostok and Pusan" (블라디보스톡과 부산), "Korean Customs and Etiquette" (한국의 풍속과 예절).

By the end of the third year the students should be able to competently render a simple unfamiliar text, being read or heard in the Korean or Russian language. Especially oriented texts are introduced in accordance with extensive language training. During the third year much attention is focused on the socio-political texts. For grammar and reading classes of the third year, instructors use the above mentioned textbook, published in Far Eastern State University, of the authors Kaplan, Verholiyak, Deryugina, Parkhomenko.

Topics of the texts for reading and translation are "The Parliament of the Republic of Korea" (대한민국 국회), "Cabinet of Ministers of the DPRK" (조선민주주의인민공화국 행정부 내각), "Cabinet of Ministers of the Republic of Korea" (대한민국 행정부), "Electoral System of the Republic of Korea" (대한민국 선거 제도), "Political Parties in the DPRK" (조선민주주의인민공화국 정당). Students must render, shorten the text of the Anthology – "Land and People" (한국 영토와 국민), "Climate" (한국의 기후), "Population" (한국의 민족과 인구), "Territory" (한국의 영토), "Korean National Symbols" (한국의 상징), "National Flower" (무궁화), "National Flag" (태극기), "Tradition and Culture" (한국 전통 문화), "Clothing" (의복), "Cuisine" (음식), "Holidays" (명절과 기념일).

During the training in summarizing, the instructor must teach students to reformulate the information, retain the basic content and present it in a correct Korean sentence. To this end vocabulary dictations, which instruct students how to spell the words in correct way are conducted; when retelling the texts the students reduce its volume, highlighting key information and make various plans of the text.

By the end of the fourth year students should be skilled in writing letters in Korean, in writing short essays or business messages on a given topic and have basic skills in writing references in the Korean language. The main materials are texts from newspapers, as well as a manual 시사 한국어, published in the Far Eastern National University, of the authors Kaplan and Chung Eun-San.

On the basis of the textbook, students must write essays on the following topics: "Advantages and disadvantages of the computer in modern life" (컴퓨터가 현대 생활에 있어 가져다주는 장점과 단점), "The problem of garbage disposal in Russia" (러시아의 쓰레기 수거와 재활용 문제), "Why March and April are considered in Korea as the time of massive relocation of residents?" (한국 에서 3,4 월이 왜 이사철이라고 생각 합니까), "Modern trends in the world market of sports goods" (세계 스포츠 용품 시장의 현 추세), "The cell-phone: its need and convenience" (휴대폰의 필요성과 편리성), "The political situation on the Korean Peninsula" (한반도의 정치 상황), "Famous People in my country" (러시아의 저명한 인물), "Transport in Russia and Korea" (러시아와 한국의 교통수단의 비교), "What I liked and

what surprised me in Korea" (한국의 좋은 것과 놀라운 것), "Sightseeing in Vladivostok" (블라디보스톡의 명승지) etc.

The 5th year students study during only one semester. Emphasis is placed on preparation for the Korean language graduate examination and on writing a graduate thesis. Students must prepare essays on 15 topics, consisting of 20-25 sentences and then deliver them during the oral examination. Students are prepared for this part of the exam by the instructors who are native speakers.

Topics include: "Geography of Korea" (한국의 지리학), "Korean Holidays" (한국의 명절), "Tour of Vladivostok" (시내 구경), "The Korean national cuisine" (한국 음식), "Economic Development of Republic of Korea" (한국의 경제 발전), "Modern Banking" (현재 은행 서비스), "Sightseeing of Korea" (한국의 명승지), "Environmental Pollution" (환경오염 문제), "Modern Means of Communication" (현재 통신 수단), "Russian-Korean Political Relations" (한-러 정치 관계), "Etiquette in the Korean Family" (한국 예절), "The Korean Alphabet, and King Sejong" (한글과 세종대왕), "DPRK and RK on the Korean Peninsula" (남북 관계), "Educational System in Russia, RK and DPRK" (한국, 북한, 러시아 교육 체계), "Why Did I Become a Specialist in Korean Studies?" (내가 한국 학자가 된 이유).

Further improvement of current methods in teaching foreign languages is an important and contemporary task. This is evidenced by the materials of scientific and methodological conferences and scientific and experimental development of methodological problems carried out in Russia and abroad. Learning foreign languages has become a subject of discussion at the international level. It is no accident that in the final act of the Conference on Security and Cooperation in Europe held in Helsinki in the summer of 1975 excerpts from "Foreign Languages and Civilizations" and "Methods of Education" were placed. This act sets out the need to encourage the study of foreign languages and civilizations as an important means of expanding communication among peoples for their better acquaintance with the culture of each country, as well as to strengthen international cooperation.

VIII. Conclusion

In summary, we can say that the HCKS, which has inherited the traditions of the Oriental Institute in the preparation of practical Orientalists has created a reliable base for training qualified specialists in the field of the Korean language.

After the establishment of diplomatic relations between Russia and the Republic of Korea in the 90's and in the early 2000's, when there was a peak of popularity for the Korean Language in Russia, in those years admission to HCKS consisted of 50-60 students per year. It was also the time of the most fruitful work of HCKS professors in the field of the preparation and publication of textbooks on the Korean language and in the field of development of teaching methodology. At the same time in Vladivostok and other cities of the Far East many other institutes and universities had set up faculties and divisions of the Korean language. However, in the last three to four years the number of students wishing to learn the Korean language has been noticeably reduced, and admission to HCKS has been not more than 25-30 students per year. This is due to the fact that the applicants are now scattered across other universities, where the Korean language and other disciplines of Korean Studies are also taught. This is also the result of the demographic situation in Russia, because of which there is an overall decrease in the number of high schools graduates and, therefore, students, and also due to the change in the entrance examinations system to higher education institutions in the past two years (the introduction of the unified state examination). In addition, because of the financial crisis the financial support from Korea Foundation has been reduced, and publication of the textbooks, already prepared by professors of HCKS has been stalled.

However, we hope that all these difficulties are temporary and will be gone within a few years. Especially, we look forward to the expansion of economic cooperation between Republic of Korea and Russia's Far East, since for the successful development of mutual projects there will be a need for a large number of practical specialists who have good command of the Korean language, history, culture and economy of Korea.