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NATIONAL-ORIENTED APPROACH AND NON-EQUIVALENT VOCABULARY OF THE KOREAN LANGUAGE IN THE PRACTICE OF TEACHING RUSSIAN AS A FOREIGN LANGUAGE IN THE ASPECT OF COMPARATIVE CULTURAL LINGUISTICS

НАЦИОНАЛЬНО-ОРИЕНТИРОВАННЫЙ ПОДХОД И БЕЗЭКВИВАЛЕНТНАЯ ЛЕКСИКА КОРЕЙСКОГО ЯЗЫКА В ПРАКТИКЕ ОБУЧЕНИЯ РКИ В АСПЕКТЕ СОПОСТАВИТЕЛЬНОГО ЛИНГВОСТРАНОВЕДЕНИЯ

Abstract:

This article is devoted to the selection of lexical material for classes on Russian as a foreign language in the Korean audience and for future nationally-oriented textbooks in terms of content component, primarily cultural linguistic value. Based on the methodological principle of the interconnection between language and culture and the criteria for comparative linguistic and regional studies, we propose to supplement the basic vocabulary from the Lexical minimums in Russian as a foreign language with communicatively significant units, taking into account the national and cultural specifics of Korean students. The article highlights several important aspects of the life of Korean society, knowledge of which will support a better intercultural communication, as well as the most relevant non-equivalent lexical units of the Korean language, taking into account their potential for the development of Korean students' speech. The article will be useful for teachers of Russian as a foreign language who work with Korean students and do not speak Korean.

Keywords: Russian as a foreign language, comparative cultural and linguistic studies, cultural studies, lexical minimum, nationally oriented education, non-equivalent vocabulary, Korean students

Аннотация:

Данная статья посвящена проблематике отбора лексического материала для занятий по РКИ в корейской аудитории и для будущих национально-ориентированных учебных пособий с точки зрения содержательного компонента, прежде всего лингвострановедческой ценности. На основе методического принципа взаимосвязи языка и культуры и критериев сопоставительного лингвострановедения мы предлагаем дополнить основную лексику из Лексических минимумов по русскому языку как иностранному коммуникативно-значимыми единицами с учётом национально-культурной специфики корейских учащихся. В статье выделено несколько важных аспектов жизни корейского общества, знание которых послужит лучшей межкультурной коммуникации, а также рассмотрены наиболее актуальные безэквивалентные лексические единицы корейского языка с учётом их потенциала для развития речи корейских учащихся. Работа будет полезна преподавателям РКИ, работающим с корейскими студентами и не владеющим корейским языком.

Ключевые слова: РКИ, сопоставительное лингвострановедение, культуроведение, лексический минимум, национально-ориентированное обучение, безэквивалентная лексика, корейские учащиеся

Introduction

In the methodology of teaching Russian as a foreign language, it is already an axiom that, along with the phonetic, grammatical, lexical and stylistic aspects of teaching the Russian language, the cultural linguistic aspect plays an important role. In the absence of dedicated cultural linguistic courses in Russian in a Korean university, this gap has to be filled by Russian language practice lessons taught by native Russian-speaking teachers. Moreover, in a foreign language environment, particular importance should be attached to the study of the Russian language and its culture taking into account the native culture of the student.

Theory

The importance of cultural linguistic work was substantiated in the works of E.M. Vereshchagin, V.G. Kostomarov and other scientists back in the 90s. Modern science distinguishes three components of the educational process: cultural linguistic studies, cultural studies and regional studies. The definition of cultural linguistic studies was formulated by Vereshchagin and Kostomarov: “Cultural linguistic studies is the aspect of teaching the Russian language to foreigners, in which, in order to ensure the communication in education and to solve educational and humanistic problems, the cumulative function of the language is implemented linguo-didactically and the addressee is acculturated, and the teaching methodology has a philological nature - familiarization is carried out through the Russian language and in the process of its study” [13, p. 37]. Prokhorov separately considers cultural studies as an academic discipline “the subject of which is a certainly selected and organized set of information about the culture of the country of the language being studied, necessary for the implementation of speech communication in this language” [12, p. 66]. Regional studies is “a science related to the methodology of teaching foreign languages, which studies the general patterns of a country or large regions. Regional studies give an idea of the socio-economic situation of the people whose language is being studied, of its culture, history, geography, ethnography and spiritual wealth, of the morals, customs, traditions inherent in people and the linguistic realities associated with it” [1, p. 342].

A distinctive feature of modern textbooks on Russian as a foreign language is that teaching the language is combined with teaching the country of the language being studied. Thus, through the

medium of the Russian language and in the process of mastering the language, students get acquainted with the national culture of the Russian people, gain knowledge on the history of Russia and the structure of the modern Russian state and society. The Russian teacher, who teaches the language as a means of communication, has a task is to include national and cultural information about Russia.

Another modern trend in teaching methods is the combination of communication-oriented learning with a cultural and nationally oriented approach to learning. O.P. Bykova, speaking about teaching Russian as a foreign language in a foreign language environment, notes that “at present, we should talk about a comprehensive - linguistic, cultural, methodological - orientation of a teacher working outside of Russia, within the framework of cultural studies, socio-cultural approaches implemented in a consciously-communicative nationally oriented method. [3, p. 64]. This remark confirms that modern methodologists recognize the importance of intercultural communication and the need to study a foreign language and culture taking into account the student's native culture, especially in a foreign language environment. From the practice of teaching Russian as a foreign language, comparative cultural linguistic studies arose, which “plays a huge role in organizing and optimizing the educational process, turning it into a kind of “dialogue of cultures” [10, p. 47].

The carriers and sources of national-cultural information are the nominative units of the language. As a result, in the aspect of cultural linguistic studies, work with vocabulary and the selection of communicatively significant material is of great importance. The authors of textbooks and tutors of teaching vocabulary are guided by lexical minimums in Russian as a foreign language. Issues related to vocabulary and the lexical minimum have been considered by many Russian researchers: B.V. Belyaev, P. N. Denisov, V. V. Morkovkin, E. M. Vereshchagin, V. G. Kostomarov, A. F. Kolesnikova, A. N. Shchukin, T. M. Balykhina and others. On a state level, system of certificated Tests for foreigners in the Russian language was carried out on the stratification of vocabulary by levels of language proficiency and the compilation of lexical minimums for each level. At present, lexical minimums of elementary, basic, I and II levels have been created. The volume of the lexical minimum of the elementary level was 780 units, the basic level - 1,300 units, the first certification level - 2,300 units, the second certification level - in excess of 5,000 words, the third level - c. 11,000 words. The selection of lexical material for these minimums was carried out in accordance with the following principles: 1) stylistic markedness; 2) the ability of a word to enter into various phrases; 3) semantic value (that is, the ability of a word to denote frequently occurring objects and events); 4) high morphological derivation of the word; 5) frequency (the indicators of frequency according to dictionaries, according to the use of Russian as a foreign language in textbooks, as well as “thematic” frequency were taken into account). [9, p. 5]. In addition to words from the lexical minimum, 10% of additional vocabulary is allowed.

Data and methods

In order to facilitate the aim of developing the speech of students in the absence of the relevant language environment, we consider it appropriate to include in the lexical minimum the nominative units of language that reflect the national and cultural characteristics of the Korean people and use situations that are related to their everyday life, given students studying the language in South Korean universities are interested in learning about cultural information about Russia from linguistic and language material, but do not have a real opportunity of its practical application. The situational dialogues organized by the teacher from textbooks published in Russia are often not able to lead to the set goal, since students are still unfamiliar with the Russian reality and the knowledge gained remains passive. Being outside Russia, outside the language environment, students who have not yet been to Russia experience significant challenges in practice lessons in the Russian language whilst trying to describe their life in Korea with the words that they were given in the textbook.

The selection of 10% of additional lexical units has to be approached carefully. There are a number of conditions to consider, one of the most important of which would be, firstly, compliance with the learning objectives and the requirements of the curriculum, i.e., it is necessary to have a

precise goal of teaching, to know exactly "what language" is going to be taught. Secondly, the vocabulary for the entry level should contain the most productive and most representative vocabulary in terms of reflecting the life realities of the students. Thirdly, additions to the standard lexical minimum should reflect the national and cultural specifics of the country studying the Russian language, in this case, South Korea. Lastly, the supplemented lexical minimum in quantitative terms should meet the tasks of the stage as an intermediate learning goal [11, p. 559].

The issue of expanding the vocabulary of students at the initial stage in South Korean universities was considered by the author in a 2019 publication. The addition of lexical units at more advanced levels of learning in the Korean audience inevitably leads to a discussion of the non-equivalent vocabulary of the Korean language and attempts to semantize it. It is known that non-equivalent vocabulary includes lexical units that do not have equivalent correspondences in another language [1, p. 36]. From the point of view of the methodologist, in the Korean language, first of all, it is worth highlighting the names of objects and events of traditional and modern life: the names of dishes, catering places, buildings, measures of area and weight, national clothing, as well as traditional, family and informal holidays and traditions. In addition, historicisms, words from folklore and the vocabulary of phraseological units are also usually referred to as non-equivalent vocabulary, however these are excluded from article. Non-equivalent vocabulary makes up a small share in the total number of actively used words of the language, but reflects the most important and essential in the culture of people, as such it cannot be missed when describing Korean realities. If the teacher notes a Korean word used by the student in his speech, he/she may ask him to expand on the meaning of this lexical unit or help in case of difficulty.

To help a teacher of Russian as a foreign language who works with Korean students and does not speak Korean, this article shares frequently encountered lexical units endowed with national-cultural semantics as part of the discussion of the topics of the Lexical Minimums of the Russian System for Testing Citizens of Foreign Countries in the Russian Language. When selecting the region-specific significant material, we were guided by the criteria identified by A.S. Mamontov (2006): 1) regional value, determined by the importance of including units with a high cultural and historical potential in the learning process; 2) communicative value "the cultural component of which is known to all native speakers and helps to learn the features of the national way of life, while providing the possibility of communication"; 3) protection from the stereotype, when "balance is at the forefront in selection" 4) typicality, so that the rare is not taken for the usual, and the random for the common. Note that in the below some of the Korean lexical units are cited from the books of Korean scholars A.N. Lankova (2000) and O.V. Kiryanov (2013), who took into account the absence of events or objects specific to the realities of Russia. Russian-language publications prefer to give transcriptions of Korean words and then resort to the method of semantization by description. In line with scholars of Korean studies, we present Romanization of Korean words according to the National Institute of Korean Language, Republic of Korea. (14).

Topic: food and products. Perhaps the largest number of non-equivalent lexical units we meet is when discussing this topic. It should be noted that due to the popularization of Korean cuisine in Russia, the word "gimchi" (김치), which means a spicy appetizer of fermented vegetables, has already entered the Russian language. In Korea, there are more than 20 types of kimchi, but Russians are only familiar with kimchi from Napa cabbage. Also on the shelves of Russian stores recently appeared thick Korean sauces based on soy "doenjang" (된장) and red pepper "gochujang" "gochujang" (고추장), dried seaweed "gim" (김) and another kind of dried seaweed "miyeok" (미역), considered as seaweed in Russia.

The basis of Korean cuisine is steamed rice, but it should be noted that Russians cook rice with butter and salt, and in Korea, "bap" (밥) is steamed rice without any additives. There is also an analogue of rice porridge in Korea. But, if in the mind of a Russian it is porridge boiled in milk with the addition of salt, sugar, butter, then in Korea "juk" (죽) is liquid rice porridge on water with the addition of meat, seafood or vegetables.

In addition to rice, the Korean table is served with “banchan” (반찬), which is usually translated as side dishes.

“Songpyeon” (송편) – stuffed rice cakes, “tteokguk” (떡국) – meat broth soup with rice cakes, “guksu” (국수) – thin wheat noodles in broth are considered traditional dishes.

Already at the elementary level, students try to talk about the use of alcohol. Any alcoholic drink is denoted in Korean by the word “sul” (술). And although you can buy beer, whiskey, and vodka in Korea, many people prefer local alcoholic drinks: “soju” (소주) – Korean rice vodka with a strength of about 20 degrees and “makkkeolli” (막걸리) – rice wine.

From places to eat it is impossible to find an analogue of the Korean institution “suljip” (술집). This is a restaurant licensed to sell traditional alcohol, where Koreans go to drink. The menu usually also contains several appetizers and nibbles.

Topic: types of housing in Korea. When discussing this topic, one should pay attention to realities of Korean life such as: “apateu” (아파트) – high-rise apartment buildings combined with residential complexes; “billa” (빌라) – private houses for one or more families; “hanok” (한옥) – a traditional Korean house; “ondol” (온돌) is a Korean space heating system where there are no radiators, but the floor is heated.

Topic: birthdays and anniversaries. Traditionally, birthdays are not widely celebrated in Korea. The exceptions are “dol” (돌) – one year and “hwangap” (환갑) – 60th anniversary. It is common to celebrate these milestones in life with banquets to which relatives and friends are invited.

Topic: dating. In order to meet a girl or a guy, Koreans often rely on the help of others. A widespread practice unusual for Russians has developed. “Sogaeting” (소개팅) – when a blind date is arranged based on the recommendations and with the help of friends, parents or acquaintances. “Miting” (미팅) – when several unfamiliar guys and girls arrange a meeting with the goal of getting to know each other and starting a relationship if they like one.

Topic: informal holidays and memorable days. On this topic, you can talk with students for a very long time. Korean couples like to celebrate all sorts of anniversaries from the day they started the relationship, and there are many special days in the country, invented by marketing campaigns.

“Ppaepaero dei” (빼빼로 데이) is celebrated on November 11th because the “ppaepaero” straw sticks resemble ‘11’. This day is an occasion to treat the person you love with a delicious treat.

“Ballentain dei” (발렌타인 데이) is Valentine's Day. In Korea, it is common for girls to give gifts to their lovers on this day.

“Hwaiteu dei” (화이트 데이) – translated as “White Day”. Celebrated one month after Valentine's Day. On this day, guys give gifts to their beloved partners.

A month later, it's the day when all the single people console themselves by eating Chinese noodles with black sauce “jajangmyeon” (자장면), and this day is called “Beuraek dei” – (브랙 데이, English Black Day)

Korean couples like to celebrate “round dates”, such as “Baegil” (백일) one hundred days from the day they met.

Topic: weddings in Korea. Wedding ceremonies are held in special wedding halls “yesikjang” (예식장), and they usually follow the same order. The role of a host is usually taken by “sahoeja” (사회자), one of the groom's friends. The most honoured guest is the “churye” (추례) – the ritual celebrant, whose role is given to a respected person who occupies a prominent position in society. After the ceremony, the newlyweds and close relatives go to a special room decorated in the traditional Korean style “pyebaek sil” (폐백 실), where they perform a ritual of greeting relatives. This ceremony is called “pyebaek” (폐백).

Topic: traditional folk holidays. “Seollal” (설날), the New year in lunar calendar (Lunar new year), and “Chuseok” (추석), Korean Thanks giving Day, when families meet to show appreciation to their ancestors for an abundant autumn harvest, are the two main celebrations of the year, symbolizing the unity of the family. On these days, the whole family gathers in the house of an older relative and performs the ceremony of honouring ancestors “jesa” (제사), it is also common to visit the graves of ancestors. On Seollal, there is a tradition for children to make three bows to their elders, called “sebae” (세배). After that, the elders say wishes to the younger ones and give money “sebaetdon” (세뱃돈).

On traditional holidays and important family celebrations, Koreans wear the “Hanbok” (한복), national clothing.

Topic: leisure. “Jjimjilbang” (찜질방) public baths are very popular in Korea. Large “jjimjilbang” are not only several steam rooms and rest rooms, but also a whole entertainment complex. Many people come there to relax at the end of the week with their families.

Topic: Koreans' attitude to money and financial literacy of the population. In Korea, every citizen is serious about their personal finance and their accumulation of wealth. Therefore, there is a special term “jaetaekueu” (재테크), investments, which literally translates as "financial technology".

Topic: public transport. Public transportation is well developed in Korea. An extensive subway network connects Seoul with the cities of Gyeonggi Province. Routes are operated by intercity, city and regional buses. The latter are called “maeul beoseu” (마을 버스), they are analogues of Russian shuttle minibuses.

Topic: Korea's "economic miracle". Another Korean word that can be found in Russian-language literature is “jaebeol” (재벌). This term refers to large financial and industrial conglomerates that play a key role in the South Korean economy.

Topic: difference in units of weight and area in Russia and Korea. In Korea, traditional measures of food weight and traditional measures of area that are still used are different from Russian or European ones: “geun” (근) – 400 grams of vegetables or 600 grams of meat; “pyeon” (편) is a measure of area equal to approximately 3.3 square meters.

Conclusion

The process of teaching a language should reflect the elements of the culture of the country of the language being studied, which is associated with the methodological implementation of the general principle of the relationship between language and culture, include elements of culture depending on the goals of learning, its conditions and future needs of real communication, and also take into account national and cultural specifics as representatives of the people of the language being studied, as well as the national and cultural characteristics of students. This article has considered some non-equivalent lexical units of the Korean language, taking into account their potential for the development of the speech of Korean students. Familiarization of Korean students in language practical lessons with the facts of Russian culture and their comparison with the facts of their native culture, develop the ability to use such facts in speech communication contributing to the formation of sociocultural competence, which is an integral part of communicative competence, and the formation of the so-called "intercultural competence" (Furmanova, 1993) making it possible to evaluate different cultures. We consider teaching the Russian language one of the ways of intercultural communication, contributing to the establishment of an intercultural dialogue between a teacher and a student, preparing students for a meeting with representatives of Russian culture and better mutual understanding.

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