**UDC** [**372.881.1**](http://teacode.com/online/udc/37/372.881.1.html)

**IRSTI 14.35.05**

**Lamanova K.A.**

Al-Farabi Kazakh National University

\*(e-mail:ways.christy@gmail.com)

**Peculiarities of Korean language teaching in multilingual environment of Kazakhstan**

**Abstract**

The purpose of this study is to thoroughly analyze a variety of methods and approaches to teaching Korean in a multilingual environment, with a special focus on Kazakh- and Russian-speaking departments. The focus is on identifying the unique aspects of Korean language acquisition in the presence of two different language environments, Kazakh and Russian. The study provides a detailed analysis and comparison of the differences in language abilities of students involved in the foreign language learning process depending on their linguistic context. The factors that influence learning performance are examined and the obstacles faced by students in different linguistic environments are identified. Alternative findings from the study highlight the advantages and disadvantages of each approach to Korean language acquisition in multilingual environments. It is hypothesized that these findings will have practical applications in developing optimal methodologies for teaching Korean in multilingual environments, contributing to the quality of language education in these contexts.

The article focuses on expanding our knowledge of the effects of multilingual environments on Korean language acquisition processes and developing more effective learning strategies in such multilingual contexts. As part of the research on multilingual educational environments, focusing on analyzing the impact of linguistic features of Kazakh- and Russian-speaking departments on the dynamics of Korean language learning, this study seeks to identify the key factors that influence the effectiveness of the educational process. The in-depth analysis of the role of multilingual environment in the formation of students' linguistic competencies sets the task of highlighting the prospects of developing differentiated methodological approaches to Korean language teaching, taking into account the individual characteristics of the language environment of the student audience. The findings have theoretical weighty significance as well as practical relevance for the design of educational courses and methodological recommendations aimed at effective Korean language acquisition in multilingual educational environments. The present study is oriented towards creating a foundation for optimizing learning processes in multilingual contexts, contributing to the effectiveness of language education.

*Key words:* Korean language, Kazakh language, Russian language, teaching.

In the modern world there is a growing interest in the languages and cultures of East Asia, against the background of which the interest in the Korean language stands out. This phenomenon is due to the economic take-off of the Republic of Korea, the global spread of Korean pop culture, as well as the purposeful linguistic policy of this country. The actual task of the research is to analyze the methods of Korean language teaching in a multicultural space, on the example of Kazakhstan, where Kazakh and Russian language segments coexist. This study focuses on the comparative analysis of the peculiarities of educational processes of teaching Korean language in Kazakh- and Russian-speaking departments of Kazakhstan. Didactic differences within the curricula, teaching methods and career prospects of graduates are investigated [1].

The purpose of the study is to comprehensively analyze the state and trends of Korean language teaching in the multilingual environment of Kazakhstan and to identify problem areas. The work involves making a contribution to the theory and practice of Korean language teaching, expanding the horizons of understanding its specificity among linguocultural communities in the modern Kazakhstani context. The research is aimed at identifying and analyzing the actual aspects of Korean language teaching in Kazakhstan, their influence on the formation of linguistic and cultural competence of students. It is planned to analyze teaching methods, as well as to evaluate the impact of multi-lingual environment on the learning and mastering of the Korean language. The study will focus on investigating students' linguistic adaptation, motivation, and perspectives in the context of Korean language learning. In addition, the purpose of the study is to identify the factors that influence the effectiveness and efficiency of Korean language learning in a multilingual environment. It is assumed that the results of this study can become the basis for developing effective Korean language teaching programs in the multilingual educational environment of Kazakhstan, and can also be useful for teachers, students, and specialists in the field of intercultural communication and language policy.

The study of the influence of the Kazakh language environment on the process of Korean language acquisition is an important aspect in the context of Kazakhstan's multilingual environment. Both languages - Kazakh and Korean - belong to the agglutinative typology, which implies the use of morphemes added to word roots to form word forms and express grammatical meanings. Kazakh, as a Turkic language, is characterized by an abundance of suffixes and postpositions, which is typical for agglutinative languages.

Understanding the structural similarities and differences between these languages is important for studying the influence of Kazakh on Korean language acquisition by students in multilingual environments. The presence of similar grammatical constructions may facilitate easier acquisition of certain Korean language structures, while translation and comprehension strategies may differ in the context of students' existing linguistic competence.

Noting also the belonging of both languages to the Altaic language group, it becomes important to understand the influence of common linguistic affiliation on the Korean language learning process [2]. Similarities in structure, grammar, and linguistic features may influence students' perception and acquisition of the language based on their experience and knowledge in the Kazakh language context. The study of the influence of the Kazakh language environment on Korean language learning success is a complex and multifaceted research subject that requires in-depth analysis in order to develop more effective Korean language teaching methods in the context of Kazakhstan's multilingual educational environment.

A study of the differences between Russian and Korean reveals significant differences at many linguistic levels, including phonetics, morphology, syntax, lexicon, and writing systems. Recognizing these differences is an important aspect for understanding the complexity of Korean language acquisition by Russian-speaking students.

At the level of grammar and syntax, Russian, as a flexive language, is characterized by the change of endings and prefixes within words to express grammatical meanings [3]. Whereas in Korean, agglutinative grammatical structure prevails, where grammatical forms are formed by adding fragments while maintaining independence between them. The transition from a flexive to an agglutinative system can be difficult for Russian-speaking students because of the difference in the way grammatical relations are expressed.

Writing systems also have their own significance. The Russian alphabet is Cyrillic, while Korean uses Hangul and Hanja. Differences in writing systems can create difficulties in learning Korean for Russian-speaking students.

Vocabulary and phonetics also play an important role. Korean has its own set of sounds and words that are different from Russian. For example, having sounds that are absent in Russian and vice versa can create difficulties in pronouncing and learning words correctly. Recognizing the variety of differences between Korean and Russian is important for developing adapted methods of teaching Korean to Russian-speaking audiences, taking into account not only grammatical and lexical features, but also the characteristics of the writing system and phonetic features.

The learning of Korean by students whose primary language is Kazakh or Russian goes far beyond the mere acquisition of language structures and vocabulary. The influence of the mother tongue on the success of Korean language acquisition has a significant impact on the process of language acquisition and understanding of the sociocultural context.

Russian-speaking students learning Korean are confronted with obvious linguistic and cultural differences. They are confronted with differences in grammar, vocabulary, phonetics, and writing system, as well as the cultural peculiarities of the Korean language. Awareness of these differences allows teachers to more effectively assess students' needs and develop more adapted teaching methods.

The linguistic and cultural proximity between Korean and Kazakh may facilitate the easy acquisition of certain aspects of Korean for Kazakh-speaking students. Similarly, similar linguistic aspects between Korean and Russian may facilitate the comprehension of certain lexical and grammatical constructions for Russian-speaking students [4].

In the process of Korean language acquisition by Russian-speaking students, features rooted in the systemic differences between the two languages are revealed. The study of these features allows us to evaluate the impact of linguistic divergence on foreign language learning.

Phonetic system. Korean incorporates a number of phonemes uncharacteristic of Russian, combined with a relatively stable vocalism. Russian-speaking learners inevitably encounter difficulties with the perceptual and reproductive aspects of Korean vowels and consonants, as well as with accentological peculiarities of Korean pronunciation.

Grammatical Structures. Korean syntactic constructions imply a preference for the SOV (subject-object-verb) configuration, while Russian follows the SVO (subject-verb-object) order. This structural mismatch may cause difficulties in mastering word order. The functional use of grammatical particles in Korean differs significantly from the inflectional declension of Russian, thus requiring students to master alternative morphosyntactic mechanisms.

Lexical divergences. The lexical set of the Korean language is saturated with loanwords originating from Sino-Korean roots, which is not the case with Russian. These loanwords pose a challenge to Russian-speaking students due to their unfamiliar etymology and semantic connotations.

Semantic and pragmatic differences. Even in the context of direct translation equivalence, difficulties appear due to collisions in the semantic fields of words and culturally determined connotations, which makes it difficult to accurately perceive and reproduce the linguistic image.

The assimilation of these features into the educational process requires Korean language teachers not only knowledge, but also willingness to make additional efforts to develop and adapt teaching methods that emphasize linguistic and cultural differences, thus ensuring a higher level of understanding and assimilation of the material by Russian-speaking students.

Studying the peculiarities of Korean language acquisition by students depending on their linguistic backgrounds of Kazakh and Russian is a complex problem that requires a comprehensive view and in-depth analysis.

In the context of Korean language phonetics, the presence of alveolar consonants in Kazakh may have a significant impact, which may facilitate the process of mastering a new phonetic system for Kazakh-speaking students compared to Russian students.

It is important to examine the influence of the typical grammatical structure and morphology of Kazakh and Russian on the comprehension and acquisition of Korean grammar, including word order, agglutination, and other morphological aspects.

Analyzing lexical overlaps and differences between Korean, Kazakh, and Russian reveals possible difficulties or advantages in understanding and using vocabulary for students.

Clarifying the influence of cultural-semantic aspects of the study of pragmatic features of Korean language acquisition is also of meaningful interest in a comparative analysis.

Integrating the identified features into teaching methodologies can have a significant impact on the effectiveness of Korean language learning in different multilingual environments depending on students' linguistic backgrounds.

Taking these aspects into account can contribute to the development of more adaptive and effective educational programs that take into account the specific language needs of different groups of students when teaching Korean.

**LIST OF SOURCES USED**

1 Lee B. J. (2019) PROSPECTS AND TASKS OF KOREAN STUDIES IN KAZAKHSTAN THROUGH ANALYSIS OF COLLABORATIVE AND SUPPORT CASE OF KOREA-KAZAKHSTAN: FOCUSED ON AL-FARABI KAZAKH NATIONAL UNIVERSITY CASE**.** KazNU, [Vol. 88 No. 1 (2019): Journal of Oriental Studies](https://bulletin-orientalism.kaznu.kz/index.php/1-vostok/issue/view/57).

2 Lee S.O. (1982). The Theory of Altaic Languages and Korean. Korea Journal, 22(1), 14-19.

3 Kallestinova E.D. (2007) "Aspects of word order in Russian." PhD diss., University of Iowa. http://ir.uiowa.edu/etd/165.

4 Sapar N.T., Toktarova Zh.B. (2021) CROSS-CULTURAL SIMILARITIES AND DIFFERENCES IN FAMILY RELATIONSHIPS BETWEEN KAZAKHS AND KOREANS, Al-Farabi Kazakh National University, Bulletin of Abai KazNPU, "Social and political sciences" series, No. 1(73).

**REFERENCE**

1 Lee B. J. (2019) PROSPECTS AND TASKS OF KOREAN STUDIES IN KAZAKHSTAN THROUGH ANALYSIS OF COLLABORATIVE AND SUPPORT CASE OF KOREA-KAZAKHSTAN: FOCUSED ON AL-FARABI KAZAKH NATIONAL UNIVERSITY CASE**.** KazNU, [Vol. 88 No. 1 (2019): Journal of Oriental Studies](https://bulletin-orientalism.kaznu.kz/index.php/1-vostok/issue/view/57).

2 Lee S.O. (1982). The Theory of Altaic Languages and Korean. Korea Journal, 22(1), 14-19.

3 Kallestinova E.D. (2007) "Aspects of word order in Russian." PhD diss., University of Iowa. http://ir.uiowa.edu/etd/165.

4 Sapar N.T., Toktarova Zh.B. (2021) CROSS-CULTURAL SIMILARITIES AND DIFFERENCES IN FAMILY RELATIONSHIPS BETWEEN KAZAKHS AND KOREANS, Al-Farabi Kazakh National University, Bulletin of Abai KazNPU, "Social and political sciences" series, No. 1(73).

**Аннотация**

**Особенности обучения корейскому языку в мультиязычной среде Казахстана**

Целью настоящего исследования является тщательный анализ разнообразных методов и подходов к обучению корейскому языку в мультиязычной среде, с особенным вниманием к казахско и русскоязычным отделениям. Основное внимание уделяется выявлению уникальных аспектов освоения корейского языка в условиях наличия двух различных языковых окружений – казахского и русского. В ходе исследования проводится детальный анализ и сопоставление различий в языковых способностях студентов, участвующих в процессе изучения иностранного языка, в зависимости от их лингвистического контекста. Рассматриваются факторы, оказывающие влияние на эффективность обучения, а также выявляются препятствия, с которыми сталкиваются студенты в различных языковых средах. Альтернативные данные, полученные в ходе исследования, позволяют выделить преимущества и недостатки каждого из подходов к освоению корейского языка в мультиязычной среде. Предполагается, что эти результаты будут иметь практическое применение при разработке оптимальных методик обучения корейскому языку в разноязычных средах, способствуя повышению качества языкового образования в данных контекстах.

В статье уделяется особое внимание расширению наших познаний о воздействии мультиязычной среды на процессы освоения корейского языка и разработка более эффективных стратегий обучения в таких мультиязычных условиях. В рамках исследования мультиязычной образовательной среды, акцентированного на анализе воздействия лингвистических особенностей казахско- и русскоязычных отделений на динамику обучения корейскому языку, настоящее исследование стремится к выявлению ключевых факторов, оказывающих влияние на эффективность образовательного процесса. Углубленный анализ роли мультиязычной среды в формировании языковых компетенций студентов ставит перед собой задачу выделения перспектив разработки дифференцированных методологических подходов к обучению корейскому языку, учитывая индивидуальные особенности языкового окружения студенческой аудитории. Полученные выводы имеют теоретическое весомое значение, а также практическую релевантность для конструирования образовательных курсов и методических рекомендаций, направленных на эффективное освоение корейского языка в условиях мультиязычных образовательных сред. Настоящее исследование ориентировано на создание фундамента для оптимизации учебных процессов в мультиязычных контекстах, способствуя повышению эффективности языкового образования.

Ключевые слова: корейский язык, казахский язык, русский язык, преподавание

**Аннотация**

**Қазақстанның көптілді ортасында корей тілін оқытудың ерекшеліктері**

Бұл зерттеудің мақсаты – қазақ және орыс тілі бөлімдеріне ерекше назар аудара отырып, көптілді ортада корей тілін оқытудың әртүрлі әдістері мен тәсілдерін мұқият талдау. Негізгі назар екі түрлі тілдік орта – қазақ және орыс тілдері болған жағдайда корей тілін меңгерудің бірегей аспектілерін анықтауға аударылады. Зерттеуде шет тілін меңгеру процесіне қатысатын студенттердің тілдік контекстіне байланысты олардың тілдік қабілеттеріндегі айырмашылықтар егжей-тегжейлі талдау және салыстыру қарастырылған. Оқытудың тиімділігіне әсер ететін факторлар зерттеліп, оқушылардың әртүрлі тілдік ортада кездесетін кедергілері анықталады. Зерттеу барысында алынған балама деректер көптілді ортада корей тілін үйренудің әрбір тәсілінің артықшылықтары мен кемшіліктерін көрсетуге мүмкіндік береді. Бұл нәтижелер кәріс тілін көптілді ортада оқытудың оңтайлы әдістерін әзірлеуде практикалық қолдануда болады және осы контексттерде тілдік білім беру сапасын арттыруға ықпал етеді деп күтілуде.

Мақалада көптілді орталардың корей тілін меңгеруге әсері туралы білімімізді кеңейтуге және осындай көптілді орталарда тиімдірек оқыту стратегияларын жасауға баса назар аударылады. Қазақ және орыс тілдеріндегі бөлімдердің тілдік ерекшеліктерінің корей тілін оқыту динамикасына әсерін талдауға бағытталған көптілді білім беру ортасын зерттеу аясында бұл зерттеу білім берудің тиімділігіне әсер ететін негізгі факторларды анықтауға бағытталған. процесс. Оқушылардың тілдік құзыреттілігін қалыптастырудағы көптілді ортаның рөлін терең талдау корей тілін оқытудың сараланған әдістемелік тәсілдерін дамытудың келешегін айқындау міндетін қояды. студенттік аудитория. Қорытындылардың теориялық маңызы бар, сонымен қатар көптілді білім беру орталарында корей тілін тиімді дамытуға бағытталған білім беру курстары мен әдістемелік ұсыныстарды жобалау үшін практикалық маңызы бар. Бұл зерттеу тілдік білім берудің тиімділігін арттыруға ықпал ете отырып, көптілді контекстте оқыту үдерістерін оңтайландыру үшін негіз құруға бағытталған.

Негізгі сөздер: корей тілі, қазақ тілі, орыс тілі, оқыту.