



BUSINESS PURPOSE KOREAN LANGUAGE EDUCATION

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ANNOTATION

If we look at scientific research on the Korean language in business communication, research based on learners of Korean as a foreign language plays a key role. If we look at all of this in a big way, the Korean language teaching process for business purposes, business communication research work on the Korean language textbook, teaching methods and Korean for business communication discourse analysis, which plays a key role in language teaching, can be divided into research. The article describes in detail the concept and categories of Korean language education for business purposes, its specific features.

Keywords: Korean, communicative strategies, discourse marker, comprehension, foreign language, communication, discourse, language, business-oriented Korean

SPECIFIC FOREIGN LANGUAGE EDUCATION

Specific goal-oriented foreign language education is an educational process that takes place based on the needs and requirements of the learner in the specific situation in which the learner wants to learn. Based on this, based on the analysis of the needs and requirements of learners, the analysis and realization of real discourse markers appropriate to each situation is the main goal of Special Purpose-Oriented Foreign Language Education.

Specific Purposes Foreign Language Education began in the 1970s with English for Specific Purposes (later ESP), a special purpose English language education. The development of a goal-oriented English language education is directly related to social development and the linguistic current of the time. Looking back over time, the power of the United States after the war and the oil



crisis of the 1970s increased the need for English in terms of time. Therefore, even in scientific research, there was a strong demand for the study of English for specific purposes. As a result, based on the lexical analysis of ESP words, scientific research has been conducted on the functional aspects of the language that are considered important for ESP. At the same time, under the influence of student-centered education in psychological linguistics in the 1970s, the scientific work on demand and supply analysis of ESP developed rapidly and became a period of ESP research.

On the distribution of ESP, Stravens (1977) in his scientific work divided education into goal-oriented English and career-oriented English. In Hutchinson and Waters (1987), English for Scientific Research and Technology (English for Science and Technology), Business English and Political Science (English for Business and English for Social Studies), o Divided into English for Academic Purposes and English for Occupational Purposes.

Table 1. Distribution of goal-oriented foreign language education

English for Academic Purpose		English for Academic Science and Technology
		English for Academic Medical Purposes
		English for Academic legal Purposes
		English for Academic management, Finance and Economics
English for Occupational Purpose	English for Professional Purposes	English for Medical Purposes
		English for Business Purposes
	English for Vocational Purposes	Pre-Vocational English
		Vocatioanal English



Stravens (1988) presented the importance of goal-oriented foreign language teaching in the following 4 rounds.

- a. There is no such thing as wasting time on the needs of learners.
- b. There is direct contact with students.
- c. The practical training process is successful.
- d. The cost-effectiveness of general education is high.

In recent years, more and more people want to study in Korean. And we can see that the purpose of the study is different. In order to meet the demand for such a diverse target Korean language, we can observe that there is a continuous scientific research in the field of Korean language aimed at a specific goal.

Business Objectives Korean Language Teaching Concepts and Categories.

Stevens (1977) divided goal-oriented English language teaching (ESP) into two main categories. That is, English for Academic Purpose: EAP, and English for Occupational Purpose: EOP. On the one hand, Lee Mi Hee (2003) focused on specific goal-oriented Korean language teaching in Korean language teaching (Korean for Academic Purpose: KAP), and professional-oriented Korean (Korean for Occupational Purpose: KOP). distributed. Hence, business-oriented Korean is a subclass of a specific-target Korean.

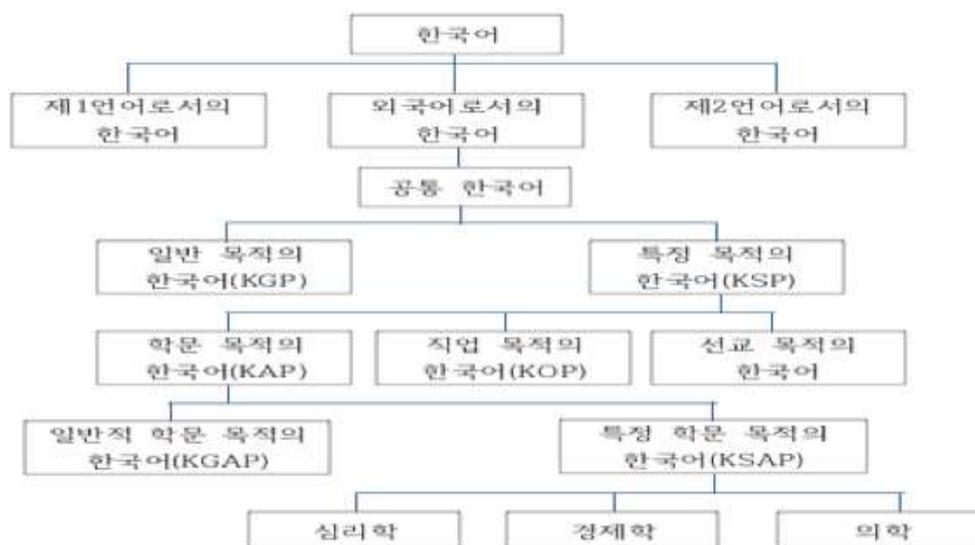
Chve Chong Sun (2006) presented the following classifications of Korean as a foreign language as follows. From this table, it can be seen that professional purpose Korean is a subclass of a specific purpose Korean language. In his research, Lee Mi Hee (2003) translated business target Korean as “실무 한국어” (Applied Korean), (취업을 위한 한국어), (Applied Korean). He said he used the term “비즈니스 한국어 (business-oriented Korean) because it had

a broader meaning layer. Again, business-oriented Korean, along with “여행 안내원 한국어” (Travel Guide Korean), “비서 한국어”(secretarial Korean), is placed in the lower category of professional-oriented Korean, including a broader understanding of business-oriented Korean. and should be seen as an equal concept with the concept of professionally oriented Korean.

Chong Myong Suk (2003) used the same concept of employment-oriented Korean (취업을 위한 한국어) and professional-oriented (직업을 위한 한국어) in his dissertation. (취업을 위한 한국어) meant the Korean language needed in the pre-employment step, and introduced the concept of professional Korean (jig-eob eul wihan hangug-eo) as an ambiguous concept.

The group of learners includes job seekers, employees, enterprise employees, and uses the same concept of Korean in business communication used in English.

Figure 1. Subclassification of Korean as a foreign language



So Yu Kyong (2004) in his research translated the word “비즈니스” (business) as 직업 (profession), ‘사무 (office), ‘실무 (practical)’, ‘실용”



(practical). mentioning his mistakes, and chose “업무” (work) as the closest translation word. However, he noted that the use of the term “비즈니스” (business), which is widely used internationally, is appropriate in terms of meaning for students of different nationalities. Stressed the importance of using the term “비즈니스” (business). And the meaning of this term is "the types of services for profit, fisheries, production and services, economic activities in the field of production and services, as well as consultations, documentary mental activities, management, control is a broad concept that includes trade activities."

Pu Cha Gon (2012) in his research presented 2 aspects of business-oriented Korean language. On the one hand, it is not Korean for foreign employees within the Korean state, it is Korean for students who want to work in Korean enterprises in China, and on the other hand, it is not only Korean for employment but also post-employment activities. provided that the Korean language required during the course, i.e. the resume required to enter the job, was written in Korean, similar to the application, and that the writing required in the course of the work was to be written in Korean.

An Hyun Mi (2011) noted that the terms professional-oriented Korean and business-oriented Korean are very broad, and that the term “비즈니스 한국어” (business-oriented Korean) is defined as “working or wanting to work in an enterprise within Korea. The general work, which is carried out on the basis of the Korean language audience of the employee, is aimed at office work.

Based on this, in my research work, business-oriented Korean is a general study based on Korean listeners who work or want to work in enterprises within Korea, and Korean listeners who work or want to work in Korean enterprises abroad. the expert knowledge and skills associated with the job, I identified as office-oriented Korean.



Peculiarities of Business Korean

Linguistically

In his research, Pak Chi Won (2005) collected and analyzed communicative discourse markers of fax, e-mail, and meeting presentations in his work. we can see the different aspects that will be needed. These features include:

1) It is important to know the features of fax, e-mail, and oral presentations. While oral speech is mostly informal, written speech is more formal.

No De Gyu (1996) in his scientific work refers to informal speech, which is mainly used in informal situations, without expressing respect for the audience, without showing the norms of extreme respect, and using very sincere words such as attitude towards a friend, formal oral speech is mainly used in formal situations when using words of respect without expressing closeness and sincerity to the listener. An official written speech is not meant to be respectful, polite, or friendly to the reader, but merely intended to be read formally.

In fact, in oral speech, additional features (focusing the audience during the presentation, conveying the essence of the topic, avoiding the speaker's hesitation), abbreviations, details (explaining the meaning of words from the Chinese alphabet) are more important than written speech.

2) It is important to know the difference between words used in everyday language and in formal situations. For example, the phrase “싼 값” (cheap price), which is used on a daily basis, is used in official conversations or documents as “저렴한 가격” (cheap price). It is important to know the difference between Chinese phrases that are mostly used in Korean formal situations, expert words (special words used in specialist activities, and words and phrases used in general formal situations) and words used in everyday life.



3) One of the important aspects of business communication is the use of expressions of respect that face the interlocutor face to face, as well as the ability to express a brief and clear intention on the job. It is important to develop courtesy skills in business-oriented Korean.

4) Formalization is required. Indirect caution is often used. It is important to use indirect and indirect expressions, not indirect ones.

5) The use of Chinese words is predominant.

-expresses the cost-effectiveness of writing due to its brevity compared to native language words.

-used in public speech.

-describes official expressions.

6) Passive verbs and idiomatic expressions are used.

When expressed through passive verbs, it is possible to maintain neutrality without being spoken indirectly. For example, words like (판단되다, 생각되다) (pandan doeda, saeng-gag doeda) directly reduce the speaker's own thinking and reduce the contradiction in the listener's opinion.

That is, from a linguistic point of view, the Korean language is used for business purposes, while spoken language is used in telephone and meeting, and written speech is used in fax and e-mail. Chinese words are mostly used in official conversations. It is also worth noting the use of indirect cautious expressions and expressions of politeness, which are appropriate in business situations.

Socio-culturally.

MATERIALS AND METHODS

To study the characteristics of the socio-culturally biased target Korean language, it is important to study the cultural characteristics of Korean



enterprises. This is due to the importance of studying and understanding the specifics of Korean businesses in order to operate in a Korean enterprise.

First of all, if we talk about the differences between Western and Eastern enterprises, in Western enterprises, individuality is the main link, in Eastern enterprises, group work, group harmony is the main link. While Western society is characterized by a utilitarian European culture that values real time, Asian society is dominated by all cultural divisions when the time is right and convenient.

Research is being conducted in the United States and Germany on the problems of intercultural communication in understanding business and language relations. In these research papers, the elements of any communication process in business communication situations are explained and analyzed in different ways, explaining their positive or negative application to business. Professor Ehnert of the University of Bielefeld in Germany and Professor Bungarten of the University of Hamburg are working on a curriculum that will linguistically analyze the differences in communication between business participants and prevent misunderstandings between them.

Gotz, k. and Bleher, N.S. introduced the same cultural education program that develops the ability to adapt to actions in other cultural contexts. Debates or lectures, video presentations on cultural adaptation problems, o ' provided instruction through role-playing games that introduced Ziga-specific culture.

Similar cases are reported by the U.S. government-sponsored Korean language courses at the Korea Education Center at Koryo University, NFLP KFOP-KU (National Flagship Language Program, Korean Flagship Overseas Program at Korea University), which integrates language and culture. We can think of it as an educational process that teaches. This process is a process that expands Korea's political, economic, and cultural understanding, as well as a



high level of Korean language proficiency, using information obtained through media, such as newspapers, the mirror world, and the Internet.

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Oak and Martin (2000) describe the characteristics of Koreans in business as follows:

1. Connects work and personal problems.
2. Direct feedback on the business project is provided in the last part of the interview.
3. They treat high-ranking people with high respect and lower their self-esteem.
4. Even in personal relationships, it is preferable to use a career with a name.
5. Time or goals are not clear.

Such situations are also relevant to the content examined by exchanging opinions with the audience when listening to a Korean language course on the basis of foreigners working in the company in which he or she is directly involved. In fact, when a hired foreign worker fails to adapt to the new work environment and does not understand such cultural differences in terms of language difficulties in the workplace, the majority of management and co-workers come to terms with war situations.

For example, a Danish employee used to work as a senior director in a Korean company, and a Korean employee worked as a deputy director. One day, a Korean employee felt unwell and left work early that day, and the next day there was an important meeting between the director and a partner company representative.

The same day, a Korean employee called to say " 몸이 좋아지면 내일 출근하겠습니다" (I will go to work tomorrow if my condition improves), but he could not go to work the next day. But there was a great deal of



misunderstanding, not realizing that the suffix - (으)면 (-if ...), a foreign national, meant almost no chance. He said that as a result of the peculiar communication process of Koreans, who always express their opinions vaguely, distrust in the Korean official has disappeared. This may be just a small example, but it is extremely important to understand Korean culture when living socially in Korea, especially in business-oriented Korean language education to emphasize the importance of learning Korean culture-based communication tools in conjunction with Korean. it is permissible.

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