

A Study on the Korean Culture (History) Education for Foreign Learners

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Abstract— This paper focuses on the Korean culture education plans in the Korean language education for foreign students. To examine more closely, this paper will take a look at the Korean history education plans, such as the Korean modern and contemporary history, in the Korean culture education and subjects chosen for it. Likewise, movies with historical realities or events can be useful subjects in the Korean culture (history) education for foreign learners who are not skilled in reading and writing. However, it is necessary for teachers to have various teaching-learning methods in order for students to understand the historical realities in the movie or to understand the meaning that it holds.

Keywords-Korean culture; Korean language; Foreign learners; Korean modern and contemporary history; teaching-learning method

I. KOREAN EDUCATION AND CULTURAL EDUCATION

This paper focuses on the Korean culture education plans in the Korean language education for foreign students. To examine more closely, this paper will take a look at the Korean history education plans, such as the Korean modern and contemporary history, in the Korean culture education and subjects chosen for it. Generally, the beginner's course of the Korean language education is aimed at improving the basic communication skills by enhancing one's language skills. However, after you have improved your communication skills to a certain level, you want to understand the way of thinking and emotional attitude of the Korean people and get in touch with that culture.

In the Korean language education, the detailed curriculum of culture education is set as "the understanding of detailed areas of the Korean society, including history, geography, art, philosophy, religion, economy and politics" From the beginning when the concept of culture education began to be formed. The foundation of culture in any country come from historical tradition. Therefore, it is necessary for the detailed curriculum of the culture education in the Korean language education to be newly designed at this point of time.

II. KOREAN MODERN AND CONTEMPORARY HISTORY AND CULTURE EDUCATION UTILIZING MOVIES

Many people recognized the need to educate 'Korean history' in culture education, but the curriculum for 'Korean history' was not specified because of many difficulties, including the Korean learner's level of Korean being below

standard, the difficulty of teaching-learning method for history lectures, the learner's lack of interest and the shortage of time spent on studying Korean.

In order to solve these problems, this paper proposes a Korean modern and contemporary history lecture utilizing movies.

Movies basically have the same foundation as culture. In that sense, a literary work plays an important role in foreign language education and it has many advantages that is very helpful in learning foreign language. The advantage of movies compared to novels is that they are better at attracting the interests of learners because they have diverse audio and visual materials. In the case of less literate learners, movies are much easier than reading materials since they consist of scenes and dialogues. Also, in the case of movies, it is able to directly show social, political and historical events. Therefore, the Korean culture (history) education utilizing movies has lots of advantages because they show how the people at the time acted and responded to these events.

In this regard, the meaning of movies in culture education can be summarized as follows:

First, movies show the periodical customs and conventions of the time by recreating them in the movie.

Second, movies show the lifestyle of individuals living in the social culture by showing events and incidents and people's pattern of behavior in response to them in the movie.

Third, movies are valuable materials because they allow you to directly experience communication made in various situations in the movie.

Fourth, movies allows you to have an eye to look at these people's lives in general.

Lastly, movies can infinitely expand your imagination with various audio and visual materials.

Foreign learners studying Korean might have different levels of Korean, but most of them have experience of being in touch with Korean movies or dramas through the mass media. Based on these experiences, it is much easier for learners to come into contact with movies than literary works.

III. COMPOSITION OF INSTRUCTION TEXTS FOR THE KOREAN MODERN AND CONTEMPORARY HISTORY

What are the appropriate movie subjects for studying Korean modern and contemporary history? When choosing these subjects, the first thing that should be taken into consideration is that the background of the movie should contain events and realities that are socially and historically meaningful and valuable.

The next important thing is whether or not the historical events or realities of the time can be addressed in various ways in the movie. Finally, appropriate movies should be chosen by determining whether or not the Korean people's lives can be well understood in the historical realities of various periods by watching the movie. Based on these standards, the movie subjects and curriculum for history education have been proposed as follows:

Period	Curriculum	Teaching-learning subject
1880~1920 (Period of opening of ports~Period of Japanese resident general in Korea)	GangHwa Treaty and Japanese resident general in Korea	Kim Hyun Seok's <YMCA Baseball Team>
1910 ~ 1945 (Japanese colonial period)	Realities of colonial period during the Japanese invasion	Ha Myung Joong's <The Scorching Heat>
	Activities of independence army under Japanese imperialism and the joy of liberation	Choi In Kyu's <Hurrah for Freedom!>
1945 ~ 1959 (Liberation period and Korean war period)	The division of Korea into North and South after liberation and the Korean War	Im Kwon Taek's <The Tae Baek Mountains>
	Strong reality of the division and difficulty of overcoming it	Park Sang Yeon's <DMZ> Park Chan Wook's <J.S.A.: Joint Security Area>

1960 ~ 1979 (Period of military dictatorship government)	Inflow of American culture and transitional confusion	Han Hyung Mo's <Madame Freedom>
	Economic development policies and worker's lives	Lee Won Se's <The Ball Shot by a Midget>
	Korea's military dictatorship	Park Jong Won's <Our Twisted Hero>
1980 ~ 1990 (Period of the May 18 Gwangju democratic movement)	May 18 Gwangju democratic movement	Kim Ji Hoon's <Splendid Holiday>
1990 ~ present	patriarchal ideology and feminism	O Byeong Cheol's <Go Alone Like Musso's Horn>
	New era, new trend	Kwak Jae Yong's <My Sassy Girl>

FIGURE I. THE MOVIE SUBJECTS AND CURRICULUM FOR HISTORY EDUCATION

From the table above, the <YMCA Baseball Team> has been included as a subject of Korean modern and contemporary history utilizing movies, which shows various historical backgrounds, including the opening of ports through GangHwa Treaty, the Sino-Japanese War, the murder of Empress Myeongseong, the Russo-Japanese War and the Japanese resident general in Korea. This movie was made in 2002, but in order to recreate the periodical background at the time in detail, a lot of attention was made to the clothing and props used in the movie. Also, even though the movie is a comedy, it is very useful in understanding the overall sentiment or atmosphere of Chosun after the Ulsa Treaty. The weight of the period at the time is not uncomfortable because of the movie itself is not so serious. Compared to this, the Ha Myung Joong's <The Scorching Heat> contains the realities of colonial period during the Japanese invasion, which is very real and serious. The Japanese colonial period may be a very new and uncomfortable historical event to foreigners, but since the Korean modern history began from the Japanese colonial period, the history education of the colonial period has its importance. In the case of Choi In Kyu's <Hurrah for Freedom!> from 1946, it has a lot of importance also in the movie history because it shows the activities of independence

army under the Japanese imperialism and the joy of liberation. The film that was made in 1946 was restored. As a result, it has become a very useful material by showing the actual appearance of the movie at the time, as well as the periodical background and the conversations and lifestyles of characters.

Also, <The Tae Baek Mountains> show the division of Korea into North and South after liberation and the Korean War, while <J.S.A.: Joint Security Area> shows the history of division in the Korean Peninsula that still continues today. Also, <Madame Freedom>, which is a movie version of Jeong Bi Seok's work showing the inflow of American culture and the transitional confusion as a result of in South Korea after the Korean War in 1950, shows the social and cultural background of how the American culture came into Korea after the US armed forces began to reside in Korea.

Also, other movies that show the ordeals of the Korean modern and contemporary history before 2000 are as follows: Lee Won Se's <The Ball Shot by a Midget>, which is a movie version of Cho Se Hee's work under the same title that shows the painful lives of workers during the industrialization of 1960s and 1970s; Park Jong Won's <Our Twisted Hero>, which is a movie version of Lee Moon Yeol's work under the same title about Korea's military dictatorship that took place after the May 16; Kim Ji Hoon's <Splendid Holiday>, which is about the Gwangju democratic movement in the 1980s; and O Byeong Cheol's <Go Alone Like Musso's Horn>, which contains discussion about feminism raised by self-reflection and separation from male-dominated argument rooted in Korea. You can take a look at the sentiment of the Korean modern culture from Kwak Jae Yong's <My Sassy Girl>, which expresses the new internet culture and the new dating trend taking place in the Korean society after 2000. Of course, there are many other movies that contain historical events or realities other than the movie subjects specified above. These representative movies were first proposed in this paper for the discussion made.

IV. FOR FACILITATION AND DIVERSIFICATION OF CULTURE EDUCATION

Likewise, movies with historical realities or events can be useful subjects in the Korean culture (history) education for foreign learners who are not skilled in reading and writing. However, it is necessary for teachers to have various teaching-learning methods in order for students to understand the historical realities in the movie or to understand the meaning that it holds. The understanding of the movie's synopsis, as well as the understanding of the background knowledge about the historical event and the meaning that the character's actions and responses in the movie has, can only be possible through advanced learning from the teacher's teaching content.

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