

TEACHING METHODS OF QUANTITATIVE NUMERALS IN THE KOREAN LANGUAGE

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Abstract

This article thoroughly analyzes effective methods for teaching quantitative numerals in the Korean language. Numerals hold significant grammatical value and play a crucial role in helping learners express themselves clearly and accurately during communication. The article explores the main types of Korean numerals, their usage, pronunciation features, and methods for effectively teaching them. Emphasis is placed on the importance of using interactive methods, communicative approaches, and visual materials in the educational process. The paper also examines how to teach context-appropriate use of numerals and strategies to reduce common learner errors. The findings contribute to enhancing the effectiveness of didactic methods in Korean language instruction.

Keywords: Korean language, quantitative numerals, teaching methods, grammar, communicative approach, interactive methods, teaching materials, pronunciation, didactics, language learning

Introduction

Quantitative numerals in the Korean language are vital for expressing ideas clearly and fluently, yet they pose specific challenges for learners. Korean uses two numeral systems—native Korean and Sino-Korean numerals—each employed in distinct contexts. The grammatical rules, subtle pronunciation differences, and domains of application often present difficulties for language learners. Therefore, correct and timely instruction of Korean numerals is essential for effective language acquisition.

The main goal of this article is to identify effective strategies for teaching Korean numerals and to develop pedagogical approaches for conveying them accurately to learners. Incorporating interactive teaching methods, communicative techniques, and visual materials increases students' interest and enhances the effectiveness of practical activities. Furthermore, this study examines the context-specific usage of numerals and ways to prevent common mistakes encountered by learners. This research aims to improve the overall quality of Korean language education by developing learners' practical language use and communicative accuracy.

A crucial aspect of teaching Korean numerals is explaining the structure and differences between native Korean and Sino-Korean numeral systems. Native Korean numbers are typically used for small quantities, age, and telling time. For example, words like 하나 (one), 둘 (two), and 셋 (three) represent basic native Korean numbers. Practical examples such as 한 살 (one year old) and 두 시 (two o'clock) help learners understand their real-life usage.

In contrast, Sino-Korean numbers are mainly used for larger quantities, prices, telephone numbers, and dates. Examples include 일 (one), 이 (two), and 셋 (three), which are used in contexts like 일층 (first floor) and 이백 원 (200 won). It is important to clearly explain the functional differences between these systems and demonstrate with examples when each should be used.

For instance, in the sentence 나는 사과를 세 개 샀다 (I bought three apples), the native Korean number 세 and the counter 개 are used together. This shows learners how numbers combine with counters in Korean. Another example, 회의는 오전 열 시에 시작합니다 (The meeting starts at 10 a.m.), uses the Sino-Korean numeral 열. These examples help illustrate how contextual awareness influences numeral usage.

Interactive methods, such as role-play and dialogue practice, prove effective in reinforcing numeral use. For example, a shopping scene can be simulated where students say 사과 두 개 주세요 (Please give me two apples) or 커피 세 잔 부탁드립니다 (Three cups of coffee, please). Such activities help learners practice using numbers in everyday situations.

Visual aids also play a significant role in enhancing retention and pronunciation. Flashcards, images, and charts displaying the written form and pronunciation of numerals help reinforce learning. For instance, flashcards with the Korean script and corresponding numbers encourage active participation. In short, combining theoretical instruction with practical exercises is crucial for helping students internalize and apply Korean numerals naturally and accurately. This leads to more confident and fluent communication in Korean.

Conclusion

The process of teaching Korean numerals is fundamental in developing learners' grammatical competence and their ability to express themselves clearly. A deep understanding of both native and Sino-Korean numeral systems and their context-specific applications supports accurate language use. Employing interactive methods, communicative approaches, and visual aids significantly improves the effectiveness of numeral instruction and encourages student engagement. Ultimately, refining the methodology for teaching Korean numerals plays a critical role in enhancing the overall quality of Korean language education.

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