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## ECONOMY. ECONOMIC SCIENCE. OTHER BRANCHES OF THE ECONOMY.

*K.A.Chariev*
**Main Priority Areas of Economic and Social Development of Society in the Context of "Green" Economy.....5**

*Sh.A.Mirzaev, F.T.Egamberdiev*
**Interaction of Open Economy, Islamic Finance and Green Transformation of Uzbekistan: Synergy of Sustainable Development.....8**

*S.R.Umarov, A.T.Hashimov*
**Fish Farming in Artificial Basins Economic Effectiveness.....11**

*U.R.Sangirova, Z.S.Shokhojaeva*
**Important Aspects of the Use of Digital Technologies in Agriculture and Water Management in Foreign Countries.....14**

*S.R.Umarov, S.N.Gulmatov*
**Mechanisms for Shaping Credit Policy in Agriculture.....17**

*A.U.Estekov*
**Advancement of Agribusiness: Functions, Challenges, and Contributions to Economic Growth.....19**

*O.Y.Yakhyaev*
**Problems and Modern Solutions for Increasing the Economic Efficiency of Sunflower Cultivation.....21**

*N.J.Mamanazarova*
**Directions of Sustainable Development of "Green Economy" in Uzbekistan.....24**

*S.Sh,Boymuratov, Kh.A.Pardaev*
**Enhancing the Role of Agritourism in the Sustainable Development of Rural Areas in Uzbekistan.....28**

*F.Numonov, D.Shavqidinova*
**To Study the Impact of Fiscal Policy on Economic Growth.....32**

## AGRICULTURE, WATER MANAGEMENT, FORESTRY, AND FISHERIES. AQUACULTURE.

*Sh.K.Juraev*
**Efficient Use of Water in Conditions of Water Resource Scarcity.....37**

*A.A.Abdullaev*
**Optimization of Resource Allocation in the Agricultural Sector Using Linear Programming and Python.....41**

*Kh.N.Mirjamilova*
**Organic Agriculture and Innovative Methods of Product Growing.....44**

*O.Kh.Sindarov*
**Technologies for Growing Strawberries in Hydroponic Conditions.....47**

## HYDRAULIC AND LAND RECLAMATION ENGINEERING. ARCHITECTURE.

*A.Jumanov, A.A.Risbayev, D.Negboyeva*
**Studying the Issues of Creating a Web Map of Land Use and Land Monitoring Using GIS Technologies.....55**

*T.U.Atakulov*
**Effectiveness of Land Management Projects in Conducting Monitoring of Reclaimed Lands.....58**

## HIGHER EDUCATION. PEDAGOGY.

*M.A.Khudayberganova*
**Zoltán Dörnyei's Perspective on Discursive Competence and its Integration with Communicative Competence.....62**

*M.B.Mukhiddinova*
**Methods of Teaching Korean Pronouns.....65**

*Men Svetlana Rodionovna*
**Formation of Cultural Competence of Future Teachers of the Korean Language through Internet Technologies.....67**

*M.D.Odilova*
**Basic Concepts of Cultural Literacy.....69**

*N.Salimjonova*
**Didactic Principles of Teaching Foreign Languages to the Students Majoring in Legal Sciences.....71**

*G.X.Kuchmuradova, K.A.Kenjayeva*
**Methodologies for Teaching Terminology in Specialized Fields.....74**

*F.Musayeva*
**Bridging the Gap between ESP and Industry Needs.....78**

*G.T.Inagamova*
**Enhancing Vocabulary Development of Agricultural Mechanization Students through inside and outside Classroom Learning.....82**

*E.M.Baxitjanova*
**Innovative Approaches to English Language Pedagogy: Enhancing Student Engagement and Learning Outcomes.....85**

*D.O.Abduvakhobova*
**The Role of the Mughals in World History and Global Civilization. The Baburid Influence on Urdu Literature.....88**

*M.Sh.Ziyadulloyeva*
**Improving ESP Students' Critical Thinking through Self-Study.....91**

*S.E.Surmanov*
**A Comparative Study of Reading Strategies for Academic Success In ESL Undergraduates.....95**

*M.Abdurakhimova, D.Rustamova, L.Primova*
**An Overview of Land Accounting Trends, Encompassing Past, Present, and Future Perspectives, Based on English-Language Articles in the Web of Science Database Last Decade.....100**

*M.B.Erkaboyeva*
**Features of Teaching Creative Writing in Foreign Language Classes.....106**

# METHODS OF TEACHING KOREAN PRONOUNS

**Malika Batirovna Mukhiddinova - PhD, acting associate professor of Tashkent State Pedagogical University**

***Abstract***

*The method of teaching pronouns in the Korean language requires a careful approach, since pronouns not only serve to replace nouns, but also play an important role in expressing respect, hierarchy and social relations. Pronouns in Korean vary depending on the level of politeness and intimacy between speakers. Accordingly, it is fundamentally important for the teacher to pay attention to the cultural peculiarities of the language, as well as to the correct use of pronouns, depending on the context.*

**Keywords:** *pronouns, cultural features of the language, social context, features of pronouns, form of address, social factors.*

**Introduction.** Like any other language, Korean has its own peculiarities in the use of pronouns, which may differ significantly from those used in Russian or other European languages. Pronouns in Korean play a key role in interpersonal interactions, determining the respect, social status of interlocutors and their attitude towards them. This aspect often becomes difficult for language learners, as it is important to consider context, respectful form, and age differences. Pronouns in Korean are divided into several types: personal, demonstrative and possessive. One of the key features is the presence of levels of respect that must be taken into account when using pronouns. This can manifest itself both in the choice of the form of address and in the use of certain words, depending on the social context. Let's consider the types of pronouns in the Korean language [1].

Personal pronouns in Korean depend on the attitude towards the interlocutor and the level of politeness.

For example:

• I: 저 (jeo) is the polite form (literally "I", but used to show respect).

• 나 (na) is an informal form.

• You: 당신 (dangsin) is a polite form, but it is rarely used in colloquial speech, as it can be perceived as too formal or even aggressive treatment. Instead, the name of the interlocutor is often used with a respectful suffix -씨 (ssi).

• 너 (neo) is an informal form (for loved ones, children, etc.).

• He/she: • 그 (geu) — he.

• 그녀 (geunyeo) - she.

• 그들 (geudeul) - they are.

Possessive pronouns can also change their form depending on the level of politeness.:

• My: • 제 (je) is a polite form.

• 내 (nae) is an informal form.

• Yours: • 당신의 (dangsin-ui) is a polite form.

• 네 (ne) is an informal form. Demonstrative pronouns - help to determine the place of the subject relative to the speaker and the interlocutor:

• This: (i) — in combination with a noun (for example, 이 - this person).

• That: 그 (geu) — this object is located relative to the speaker.

• 저 (jeo) is the subject that is removed from both participants in the conversation.

The method of teaching pronouns in Korean requires a special approach due to the importance of social norms that are closely intertwined with grammar. Teaching should take into account both the lexical and cultural characteristics of the language [2]. At the first stage of teaching, it is worth introducing students to the basic forms of pronouns, explaining how they change depending on the level of politeness. The learning process can be organized through:

• Simple dialogues and scenarios that demonstrate the use of pronouns in everyday situations.

• Assignments in which students need to choose the correct form of the pronoun depending on the social context. For better assimilation of pronouns, dialogues should be used in which the participants in the conversation address each other with different levels of respect. Example:

• In a dialogue between two friends, you can use informal pronouns such as 나 and 너.

• In official contexts or when addressing an older person, use 저 and 당신. The next stage is role—playing and simulation of real situations are also an important tool in teaching pronouns. Students can act out scenes in which it is necessary to observe the correct use of pronouns, depending on the age, status and relationships between the participants in communication. Text-level exercises are one of the principles that would offer students text analysis tasks. In such tasks, attention should be focused on the use of pronouns in context, for example, to sort out different forms depending on the formality of the situation. It is important to note that the cultural context plays an important role in the teaching of the Korean language. The Korean language and culture are closely related, and any pronoun carries not only grammatical meaning, but also social features. The teaching of pronouns should take into account the following:

• Levels of respect — depending on the age, status or profession of the interlocutor, the appropriate form of pronouns is chosen.

• Semantic differences — many pronouns have different meanings depending on the context. The problem of the correlation and interrelation of language

and culture has always aroused considerable interest among many linguists, who, despite the uniqueness of their approaches to this issue, consider culture and language in interaction. Modern linguistics strives to comprehend the cultural consciousness of a particular nation through linguistic means. Most linguists agree that language, being a social phenomenon, can and should be considered not only from a purely linguistic point of view, but, most importantly, from an extra-linguistic, extralinguistic or cultural point of view, because he himself is a part of culture, on the one hand, and a "mirror" reflecting its originality and richness on the other [3].

Different peoples have different perceptions of the world. Interacting with a foreign culture, the speaker (reader) passes it through a filter of ideas and attitudes traditional to his national culture, his worldview, which in the vast majority of cases causes misunderstanding of specific facts and phenomena of another culture. The method of teaching pronouns in the Korean language requires a careful approach and consideration of social factors. It is important for a teacher not only to teach students grammar, but also to help them understand the cultural characteristics of the language so that they can communicate effectively in real situations. Using dialogues, role-playing games, and text exercises will help make the learning process fun and informed.

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