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ETHNIC EDUCATION OF KOREANS ON THE EXAMPLE OF SECONDARY SCHOOL NAMED AFTER F. DZERJINSKI

The purpose of this work is to examine the history of ethnic education of Koreans in Kazakhstan and identify the problem of its preservation on the example of the secondary school named after F. Dzerzhinsky. In Kazakhstan, there are practically no ethnic Korean schools, Korean as an optional class is studied in secondary schools №56 and №136 in Almaty. The author of this work wants to pay special attention to the activities of the high school, which is the only school in the country where the Korean language is studied as a native language from 1 to 11 classes. High school named after F. E. Dzerzhinsky is a unique example of the preservation of the Korean language in Kazakhstan and the issue of preservation and development of this school is a priority for the modern generation of Koreans.

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Key words: ethnic education, Koreans, school.

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Ф. Дзержинский орта мектебінің мысалында корейлердің этникалық тәрбиесі

Бұл жұмыстың мақсаты Қазақстандағы кәрістердің этникалық тәрбиесінің тарихын қарау және Ф.Дзержинский атындағы орта мектептің үлгісінде оны сақтау проблемаларын анықтау болып табылады. Қазақстанда этникалық корейлік мектептер жоқ, ал Кореяда № 56 және №136 орта мектептерде факультативтік сынып ретінде оқылады. Бұл жұмыстың авторы Ф.Э. Дзержинский атындағы орта мектептің қызметіне ерекше назар аударғысы келеді. Дзержинский, ол 1-ден 11-ке дейінгі корей тілін ана тілі ретінде оқытатын елдегі жалғыз мектеп. Ф.Э. Дзержинский атындағы орта мектеп Дзержинский – Қазақстандағы корей тілін сақтаудың бірегей үлгісі және осы мектептің сақталуы мен дамуы мәселесі қазіргі корейлердің ұрпағы үшін басты басымдық болып табылады.

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Түйін сөздер: этникалық білім, корей, мектеп.

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Этническое образование корейцев на примере средней школы имени Ф. Дзержинского

Целью данной работы является рассмотрение истории этнического образования корейцев Казахстана и выявление проблемы его сохранения на примере средней школы имени Ф.Э.Дзержинского. В Казахстане этнических корейских школ практически нет, корейский язык

в качестве факультативного занятия изучается в средних школах №56 и №136 города Алматы. Автор данной работы хочет обратить особое внимание на деятельность средней школы имени Ф.Э. Дзержинского, которая является единственной в стране школой, где корейский язык изучается как родной язык с 1 по 11 классы. Средняя школа имени Ф.Э. Дзержинского является уникальным примером сохранения корейского языка в Казахстане и вопрос сохранения и развития этой школы является первоочередной задачей для современного поколения корейцев.

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Ключевые слова: этническое образование, корейцы, школа.

Introduction

One of the elements of the culture of Koreans, like any other people, is language. The preservation of its history, culture, language and traditions is important for every ethnos. The purpose and tasks of this work is to review the history of ethnic education of Koreans in Kazakhstan and to identify the problem of its preservation by the example of the Dzerzhinsky secondary school.

In Kazakhstan, there are representatives of more than 130 nationalities, each diaspora preserving its customs and traditions, makes its worthy contribution to the development of our sovereign state (The Korean Diaspora in Kazakhstan// http://www.kondor-tour.kz/kaz_kore_saram). Korean diaspora contributes to the development of Kazakhstan's economy. Koreans of Kazakhstan, as well as representatives of other ethnic groups, survived the difficulties that arose after the collapse of the former Soviet Union, actively participated in every stage of the young state's formation. Kazakhstan is a multinational state that unites representatives of more than 130 ethnic groups with a variety of languages and cultures. The problem of managing the languages of Kazakhstan's population, such as Moldovan, Uighur, Dungan, Korean, German, were studied by M.M. Kopylenko, S.T. Saina, V.M. Shvartsman, B.Kh. Hasanov, Z.K. Akhmetzhayova, E.D. Suleimenova, A.T. Kaidarov, S.E. Isabekov, S.Yu. Dream, D.D. Shaybakova et al. (Pak N.S. Korean language in Kazakhstan: problems and prospects // <http://www.arirang.ru/library/lib92.htm>). The study of the languages of peoples, including the language of the Korean diaspora, is one of the most relevant and promising areas of Kazakhstan's science.

The initiator of many studies in this direction is the Assembly of the People of Kazakhstan. The idea of creating such organization belongs to the President – N.A. Nazarbayev. The uniqueness of this Kazakhstani institution is recognized throughout the world, and its experience in implementing policies aimed at strengthening inter-ethnic and inter-religious harmony is being adopted by other countries that are today in the current conditions of global-

ization and multiculturalism. If in the first years the work of the Assembly carried more political meaning, today it is a structure that covers all spheres of human life – culture, education, religion, national economy and many other things. Supporting the ideas of the head of state, she is engaged in advocacy work, helping to fulfill such long-term goals as the country's entry into the thirty of the developed countries of the world, the implementation of the new economic policy of Nurlı Jol, a patriotic idea aimed at the future, Mangilik El.

Association of Koreans in Kazakhstan makes a significant contribution to the development of ethnic education of Koreans in Kazakhstan. The Association of Koreans in Kazakhstan (AKK) emerged at the turning point of history, when the collapse of the Soviet Union was outlined, the proclamation of sovereignty and independence of Kazakhstan was approaching. In 1989, the initiative groups of the Korean public in the city of Alma-Ata and other regional centers started creating Korean cultural centers. There are several main periods in the activities of the Association of Koreans of Kazakhstan. The first big period is the stage of becoming. Then, in the 1990s, after the collapse of the Soviet Union, the Koreans had the opportunity to manifest their national identity, revive the culture, traditions, language. After the concrete goals were set, the prospects were defined, the formation of the AKK structure began, the Association held many events. This time was a period of active development of the Korean association. Every year the range of tasks the Association sets itself is growing. AKK joined the structure of the Assembly of the People in Kazakhstan, began to implement international projects, actively participate in the socio-political life of the republic. In the activities of the AKK, the main priorities are the study of the Korean language, the revival and development of the national culture; the creation of an economic base and the strengthening of the authority of regional Korean organizations; ensuring the continuity of generations, the development of the youth movement; strengthening friendship between nations, maintaining inter-ethnic harmony; estab-

lishment and development of international and cultural ties (History of the Association of Koreans of Kazakhstan // http://rooakk.kz/ru/akk_history.php). On the basis of this activity, one of the main missions of the organization is the preservation of the Korean language.

Methods of research

The method of analysis and synthesis is a universal method of investigation. Analysis – the research method, viewed as a system, is mentally or practically broken down into equal attributes, properties and other elements to study each of them separately. Synthesis is a research method, the purpose of which is to unite the individual parts of the question under study into one. But the most interesting and acceptable is the so-called method of included observation. The included observation is a qualitative research method that allows to study people in their natural environment, in everyday life situations. This is a form of field research that occurs in real conditions and which, unlike the experiment, is not controlled by anyone and is not structured. Researchers take a direct part in the activities of that group or organization or collective. They can study and act in two roles: a participant in the process (action, situation) as an insider or an observer – a «neutral outsider». During the study of this issue, the author has observed and compiled records from the archive of the school of ethnic Koreans.

Main part

In Kazakhstan there are practically no ethnic Korean schools, the Korean language is studied as an optional lesson in secondary schools №56 and №136 in Almaty. Close attention deserves the activity of the F.E. Dzerzhinsky secondary school, which is the only school in the country where the Korean language is studied as a native language from the 1st to the 11th grades. The school succeeds to solve the problems of preserving the ethnic education of Koreans in Kazakhstan.

The history of the school begins in the autumn of 1938, when the Koreans from the Far East were resettled on the desert land of the Karatal region. They created a settlement with their own hands, which they named «Far East» in memory of their Motherland. From the memoirs of one of the members of the first pedagogical collective Tsai Appolon Ivanovich: «I remember well, in May we started construction, and by the new academic year the school was completely ready. From the beginning

to the end they did everything by themselves: laying the foundation, kneading clay, preparing the adobe, erecting the walls. The school, founded in 1938, was a seven year old, named after Lermontov. In 1949 it became the secondary school named after Dzerzhinsky. The first pedagogical collective consisted of eight people. There was eleven class-kits. They studied in two shifts. Conditions were very heavy. Teachers conducted two classes, while there was no teacher's room, electricity too, classes were conducted under the light of kerosene lamps» (Archive of the F.E. Dzerzhinsky secondary school).

During its existence in the school there were 12 directors, 9 of them were Koreans. The first directors of the school were Choi Den-Nen and Kwon Alexander. Choi Den-Nen graduated from Primorsky Krai's peasant youth school, and Kwon Alexander graduated from the first year of Far Eastern State University. The first teachers of the school were Shin Vladimir Semenovich, Li Semen, Pak Nikolay Timofeevich, Kim Arseniy Mikhailovich, Kim Yakov, Tsai Appolon Ivanovich. In 1939, the first issue of the seven-year school named after Lermontov was held. And the first graduation of the F. Dzerzhinsky secondary school in 1949 consisted of 16 graduates. I would like to note the fact that hundreds of Koreans at that time received academic degrees of candidates and doctors of science; and many of them became graduates of this school. One of the brightest personalities of the Korean diaspora was the graduate of 1949, Khan Gury Borisovich. Head of the Department of Kazakh State Law Academy, Professor of Philosophy, Member of the Higher Disciplinary Council under the President of the Republic of Kazakhstan (1997) became the First President of the Republican AKK. The N.A. Nazarbayev's trustee in the election of the President of the Republic of Kazakhstan in 1999 Khan G.B. was a member of the National Commission of Kazakhstan for «UNESCO» and was awarded the Medal «Dostyk» and a commemorative medal «Astana». Among the Korean diaspora, a significant personality is Li Timofey Aleksandrovich – a teacher of physics, an Excellent worker in the education of the Kazakh SSR. In 1978, Lee T. A. was conferred the title «Honored Teacher of the Kazakh SSR» by the decree of the President of the Supreme Council of the Kazakh SSR. Kim Anatoly Andreevich – studied in 1947 – 1948, writer, graduated from the M. Gorky Literary Institute M. Gorky in Moscow, became a member of the Writers' Union of Russia. His works are included in the programs of schools and universities, and his books are published in 24 countries. Kim A.A. was awarded the literary prizes of Russia,

Korea, Kazakhstan, Germany, USA, Japan. No less famous person in the circles of the Korean intelligentsia Kim Yuri Alekseevich studied at school in 1948-1950. Being a lawyer by profession, he served as Deputy Minister of Justice of the Republic of Kazakhstan, Chairman of the Central Election Commission of the Republic of Kazakhstan, Chairman of the Constitutional Council of the Republic of Kazakhstan (Archive of the F.E. Dzerzhinsky secondary school). The results of these graduates indicate that, since the first release, the school has given good knowledge and a decent upbringing. As the head of state N.Nazarbayev points out, «over the years of residing in Kazakhstan, Koreans not only did not turn into the dust of history, they did not assimilate, but, having preserved, in many ways even enriching their national customs and traditions, have made and are making a worthy contribution in the socio-economic and spiritual development of the republic» (The Korean Diaspora in Kazakhstan // http://www.kondor-tour.kz/kaz_kore_saram).

The preservation of the Korean language in Dzerzhinsky's school can be divided into several stages. The first stage begins in 1938, this is the time when Koreans were resettled from the Far East. The deportation inflicted irreparable damage on the national culture of Soviet Koreans and, above all, on the national language. After the resettlement, the Soviet government began to implement a monstrous experiment on the scale of the elimination of national self-consciousness among Soviet Koreans. Also, in addition to these factors, there were other important factors contributing to the emergence of problems in the study of the native language. For example, the work of the school was faced with great difficulties: there were no textbooks, programs, methodological developments; teachers did not have a pedagogical education; there were not enough rooms, school equipment, technical training aids, etc.

But since 1985, the study of the language in the school was introduced optional, this was an important step in the further study of it. Since 1991, with the beginning of the period of national revival in Kazakhstan at the Dzerzhinsky school, with the acquisition of the independence of the state, everything began to change gradually. On January 28, 1992, diplomatic relations were established between the Republic of Kazakhstan and the Republic of Korea. From 1992-1993 academic year the school took as a basis the study of the Korean language as a native language (Archive of the F.E. Dzerzhinsky secondary school).

Korean organizations made a significant contribution to the development of the Korean language

and ethnic education in general. The most fruitful relations have developed with KOICA (Korean Agency for International Cooperation), which provides a variety of sponsorship, whose representation in 1995 was founded in Kazakhstan. 40 volunteers from the Republic of Korea officially worked in Kazakhstan (Korean International Cooperation Agency (KOICA) // <http://kzkoicaalumni.com/koica/infoKOICA.pdf>). For this period Korean volunteers from South Korea taught: Yu Yong Do (1992), Kim Pen Haq (1993-1995), Oh Yeon Ge (1995-1997), Lee Yong-ho (1997-1998), Pyak Keng De (1999-2001), Kim Kim Nam (2010-2011), as well as local specialists Kim Flora Hadeevna (until 1995), Kim Angelika Ivanovna (1993-1995), Tsoy Afanasy Konstantinovich (1995-1996), Kim Larisa Vladimirovna (1999-2001), Kim Yevgenia Feliksovna (from 1996 to the present).

The most important conditions contributing to the study of the Korean language in school at that time were the dominance of students of Korean nationality in the school; functioning in the language environment. In addition, the school was characterized by a certain scientific and technical and methodical training of the entire teaching staff, the availability of teachers from Korea. One of the merits of the school was the availability of the necessary scientific and technical base, local history materials, as well as support of the Korean Cultural Center, Karatal rayon, rural administration and «Ushtobinsky» LLP.

Currently, Korean language lessons are held from the 1st to the 11th grade. In the first class – 1 hour per week, from 2 to 11 classes – 2 hours per week. In addition, elective classes are held. The curriculum developed by the volunteer from South Korea, Hong Wu Yele, the Korean language teacher Kim Yevgeniya Feliksovna, together with the Korean Education Center. Kim E.F. was the co-author of the electronic textbook «20 lessons of the Korean language». As a result of the systematic work, the children began to communicate in Korean without any difficulties. This is evidenced by the achievements of students in republican and international competitions for the knowledge of the Korean language (Archive of the F.E. Dzerzhinsky secondary school).

Information from the school's archive allows you to name the students of the school who were winners and prizewinners of republican, regional and district competitions in different years. Winners in the Republican competition of works in Korean language in 2006 were Tsoi Vera, 10th grade student (1st place), 9th grade student Tsoy Yury (II

place), 10th grade student Lagay Vera (III place), 9th grade student Cho Svetlana (IV place). In 2007, competitions became more saturated with a variety of organizers and sponsors. So, Tsoi Vera, a pupil of the 11th grade, took 1st place in the republican essay competition «My Motherland – Kazakhstan»; 11th grade student Lahai Vera – 1st place, 10th grade student Svetlana III The third place in the Republican essay competition in Korean; Kim Denis became the winner of the regional contest «Young Leader». As a prize in 2008, three students of the 11th grade – Li Julia, Kim Inna, Kim Denis visited South Korea under the program for schoolchildren to get acquainted with the history, traditions and culture of Korea. In 2009, Khan Aelita (II place), Shek Olga (III place), Ten Vera (IV place) took the prizes in the Republican contest of compositions in Korean. In 2010, Shek Olga, Ten Love visited South Korea under a program designed for schoolchildren, in order to get acquainted with the history, traditions and culture of Korea. Annually the students of the school for good knowledge of the Korean language are being awarded a scholarship of the Korean Enlightenment Center (Archive of the F.E. Dzerzhinsky secondary school).

Another large-scale competition, in which the students took part, is the intellectual show «Me and Korea», annually held by the Youth Movement of Koreans in Kazakhstan and the Association of Koreans of Kazakhstan. Usually this competition is held among university students, but in 2009 this competition was held for the first time between schoolchildren. November 28, 2009 at this competition team of the Dzerzhinsky secondary school won a decent victory. Students showed high motivation and interest in learning the language. Support for this motivation was also provided by sponsors. So, since September 2006, in addition to Korean language teachers, a teacher of computer science and Taekwondo has also been sent to be a foreign lecturer. In 2003, thanks to sponsorship from the South Korean side, KOICA, the Korean language office was equipped and computerized. There is a didactic and illustrative materials: reference books, video and audio materials, a library for organizing the work of the teacher and students. In connection with the introduction of Korean chaebols to the Kazakh market, for example Samsung, LG and others, the students had an even greater incentive to learn the Korean language, and this was seen as the future of their professional career. The school creates all the conditions for the study of the native language and in the future manifestations of their abilities. Knowledge of the Korean language, introduction to the national

culture helps the pupils of the school to find their place in life. The Korean department of the philological faculty of ASU successfully graduated 13 people. At present, 7 people study at the philological faculty of ASU and ZHU. Julia, a graduate of 1997, cooperates with the editorial staff of the newspaper «Kore Ilbo» and the TV program «Koryo Saram». Kim Vadim, a graduate of 2001, is studying at the Faculty of Journalism of ASU, an active member of the Ariran Theater. Kim Sergey, graduate of 1997 successfully graduated from the Abai Almaty State University and studies at the graduate school of the Korean University, etc. (Archive of the F.E. Dzerzhinsky secondary school).

In the 1990's. students of Korean nationality dominated the Korean language departments at Kazakhstan universities. This could be called a boom. Now it's the other way round, these students are single. Every year more than 120 people study at the department of Korean studies at al-Farabi KazNU at all levels of education (bachelor's, master's and doctoral studies). Among them, in recent years, Koreans represent an average of 5-7 percent. Interest in studying the Korean language on a professional basis is declining every year.

Among the students – representatives of the Korean ethnos, there was a survey conducted as an unstructured interview. To the question: «Why now, when there are all conditions for obtaining ethnic education, do not modern youth use it?» approximate answers were received. First, the students said, the reason is family education, when modern parents themselves do not know the Korean language, the main carriers at the moment are grandparents. Secondly, today there is almost no incentive for ethnic Koreans to study the Korean language, today many prefer to study in technical or economic specialties, when prestigious «professions» are businessmen and entrepreneurs. Thirdly, this lack of availability of literature, when compared with the English language, Korean benefits remain small and inaccessible to society. Fourth, the loss of motivation as a result of changes in the labor market, since in order to get a good job you need knowledge of the state language or English, and rarely Korean.

Among the representatives of the older generation was asked: What is happening now in Dzerzhinsky's school? Why did the Korean language lose popularity among students? It turned out that in recent years, the number of students in the school has also decreased significantly, especially over the past six to seven years. In connection with the fact that in Eskeldy area the number of representatives of

other nationalities has increased, the younger generation is trying to go to the city and continue its future there. This is also connected to the fact that such an organization as KOICA ceased its activities in Kazakhstan due to the exclusion of the country from the list of developing countries of the world, as a result, since that time there are no existing teachers from the Republic of Korea at the school.

Conclusion

Despite the fact that today the level of education of the Korean population occupies the second line among all the peoples of sovereign Kazakhstan, one can not dismiss the fact that along with this they are cut off from the real possibility to master their own language. Among specialists – Koreans there is a point of view that for Kore-saram, the loss of one's native language is already a matter of solved and irreversible. Today about 100,000 of our compatriots live in Kazakhstan. We are diagnosed: «They will live, but without a native language» (From the compiler of the book «Heroes of Korea» // <http://koresaram.kz/istoriya/ot-sostavitelya-knigi-geroi-korei/>). **Why, with an acute desire to learn any foreign language is possible, and native – it is impossible?** It is necessary to understand that the verdict is pronounced throughout the Korean diaspora, but it concerns the national consciousness of every Korean family. Young Koreans expressed their fears: «Is it that now, when the Kazakh Koreans have asserted themselves and have high authority among representatives of all ethnic groups, they are not able to regain what is rightfully and historically ours? If the first and second generation of Koreans left the image for future generations honest, diligent and responsible people, the main task of the third generation is to return the native language to the Koreans. If this issue is not resolved in the next 10-15 years, the losses can indeed be irreversible. In the circumstances, we have no choice but to organize themselves and take his revival. But we will not achieve tangible results if the Koreans are not aware of the need to make this historic step in its national development».

A systematic understanding of the problem in recent years has led to the solution of many problems. The Government of South Korea, through its diaspora policy, as well as the promotion of the Korean language outside of Korea, operates through the Korean Education Center in Almaty. Here, purposeful training of teachers for the study of the Korean language is conducted. With their help in the regions of Kazakhstan Korean classes are opened in

schools, the Center supports the activities of specialized departments of universities in Kazakhstan to study the Korean language. So, every year the director of the Center of Education of Almaty city comes to Dzerzhinsky school, where are organized different competitions related to Korean culture. Thanks to this type of activities, students have an interest in learning Korean as in the past.

On the other hand, the activity of public organizations, the Association of Koreans in Kazakhstan, in every possible way encourages the interest of ethnic Koreans in the history, culture and language of their historical homeland. This indicates a clear understanding of the mechanisms for implementing the plan to revive the Koreans of the CIS national culture and knowledge of the history of Korea. Under the auspices of the Assembly of the People of Kazakhstan, the Association of Koreans of Kazakhstan has set the Korean language as one of the priorities in its activity, the revival and development of the national culture. Also, it is necessary to train Korean language teachers and send them to Korea for training with Korean teachers. In addition, the aspiration of the compatriots themselves to study the Korean language and culture is of great importance.

A young generation of ethnic Koreans still believes that the older generation can play a significant role. Thus, ethnic Koreans among the students of the Faculty of Oriental Studies of al-Farabi KazNU expressed: «The older generation has always been in charge of the future of its children, it can take on a difficult but honorable duty to revive the Korean language, and, first of all, for our children and grandchildren, because it is impossible to master the Korean language without creating a language environment, such an environment can only be created by the older generation. Can we give up the last chance to reanimate our native language? It is tantamount to a tacit consent to the proposal of history without a fight, to voluntarily give up the native language for all subsequent generations of Kazakh Koreans. Will we drop our eyes and pretend that this does not concern us. Is it not clear that it is ignorance of our children of the native language that will become the main reproach, which they will do to us in the future. We still have time and opportunity to improve the situation, and openly look into the eyes of those who remain after us. But for this right you need to work hard. In addition, by studying their native language, each Korean family will become even more united. The national idea will unite all its members, and will raise the weight and importance of parents in the eyes of their children. I think this will be a landmark in the intergenerational relationship».

F.E. Dzerzhinsky Secondary school is a unique example of the preservation of the Korean language in Kazakhstan and the issue of preserving and developing this school is a top priority for the modern generation of Koreans. Maintaining the activity of classes with the Korean language of instruction is necessary to be carried out in schools of large cities, where interest to the Korean language and to Korea, in particular, is growing.

Ethnocultural education allows to preserve the ethnic identity of ethnic minorities by familiariz-

ing with their native language and culture while simultaneously absorbing the values of the dominant culture. Adoption of the idea of ethno-cultural education means the creation of a multicultural system of education and upbringing. At the same time, the main tasks of ethnocultural education of ethnic minorities are the preservation of ethnic identity and the deepening of knowledge about their culture. Thus, the state of ethnic education is the fundamental basis for preserving the ethnic identity of Koreans.

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Application

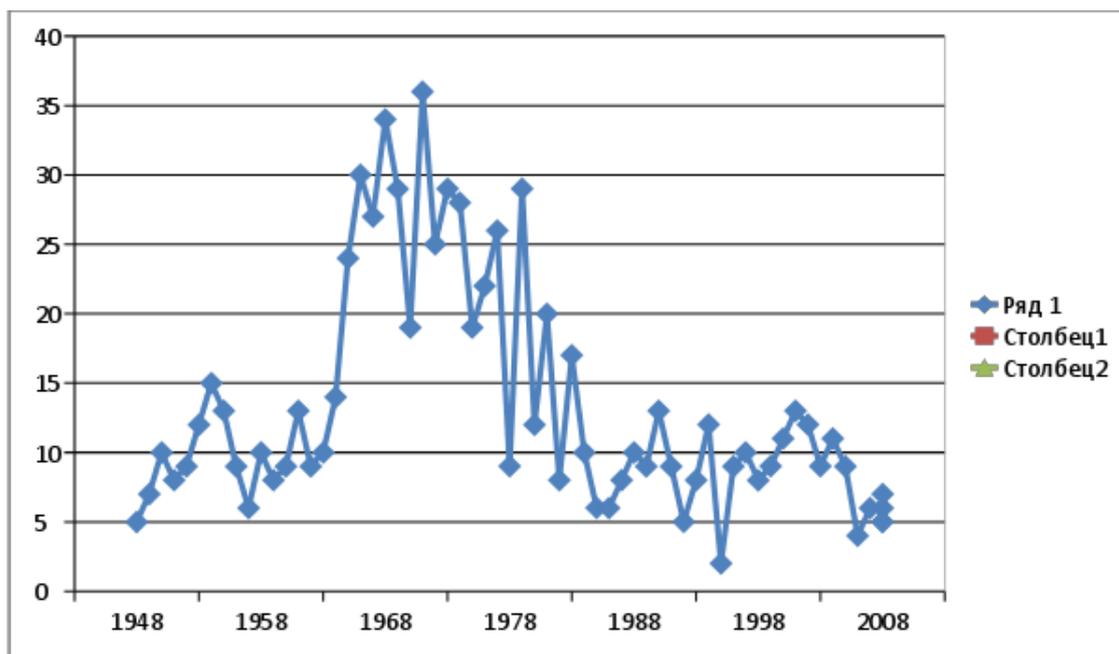
Comparative table of graduates of Korean nationality from 1948-1980

Year of issue	Number of graduates	Number of graduates of Korean nationality	Year of issue	Number of graduates	Number of graduates of Korean nationality
1948	5	5	1981	31	12
1949	16	7	1982	40	20
1950	13	10	1983	35	8
1951	12	8	1984	40	17
1952	13	9	1985	25	10
1953	14	12	1986	22	6
1954	22	15	1987	26	6
1955	25	13	1988	10	8
1956	20	9	1989	21	10
1957	16	6	1990	17	9
1958	23	10	1991	26	13
1959	24	8	1992	12	9
1960	14	9	1993	9	5
1961	18	13	1994	13	8
1963	13	9	1995	9	12
1964	19	10	1996	6	2
1965	19	14	1997	12	9
1966	40	24	1998	14	10
1967	39	30	1999	14	8

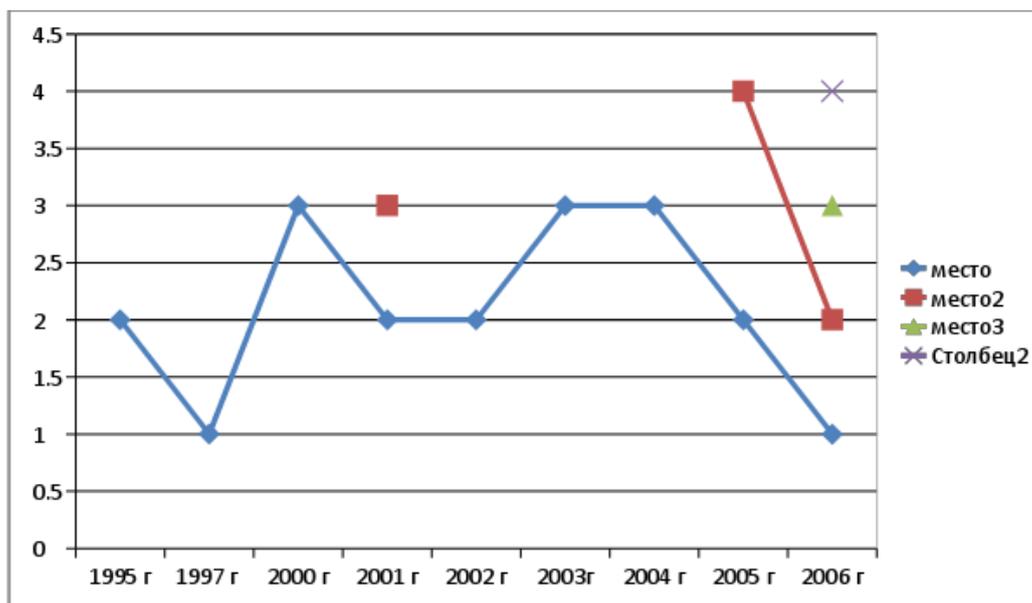
Table continuation

Year of issue	Number of graduates	Number of graduates of Korean nationality	Year of issue	Number of graduates	Number of graduates of Korean nationality
1968	52	27	2000	16	9
1969	46	34	2001	17	11
1970	48	29	2002	19	13
1971	25	19	2003	25	12
1972	60	36	2004	20	9
1973	47	25	2005	18	11
1974	59	29	2006	16	9
1975	47	28	2007	10	4
1976	49	19	2008	11	6
1977	48	22	2009	18	5
1978	47	26	2010	16	7
1979	27	9	2011	21	5
1980	52	29			

The dynamics in the number of graduates of Korean nationality in the period from 1948 to 2011.



The dynamics of students who won prizes in the republican competition for knowledge of the Korean language in the period from 1995 to 2006



Nam Julia Gennadievna – graduate of 1997
 1995 – II place at the Republican competition in Almaty.
 1996 – I place in the Republican competition in Almaty.
 1996 – I place at the International competition in Seoul (South Korea).



Kim Sergey Rolfovich – graduate of 1997
 1996 – Republican contest of Almaty – entered the top eight.
 1996 – II place at the International competition in Seoul (South Korea)
 2001-2004. – postgraduate student at Seoul University (South Korea)



Ta Tatyana Afanasyevna – graduate of 1997
 1996 – the Republican contest of Almaty – entered the top eight.
 1996 – II place at the International competition in Seoul (South Korea).



Lim Tatyana Ignatyevna – graduate of 2001
 2000 – III place in the Republican competition in Almaty.
 2000 – participant of the International competition in Seoul (South Korea).



Em Vladimir Rodionovich – graduate of 2002.
 2001 – II place in the Republican competition in Almaty.
 2001 – participant of the International Competition in Seoul (South Korea).



Kim Nadezhda Yurievna – graduate of 2002.
 2001. – III place in the Republican competition in Almaty.
 Since 2003-2005. – studied at the South Korean University



Te Larissa Afanasyevna – graduate of 2003.
 2002 – II place in the Republican competition in Almaty.
 2002 – II place in the International competition in Seoul.



Kogay Tatiana Robertovna – graduate of 2004
 2004 – III place in the Republican essay competition in Korean in Almaty.



Tsoy Mikhail Lvovich is a graduate of 2004.
2004 – winner of the Republican contest «Young Leader», held by ACC. The winner of the intellectual game The leader of the XXI century of the week, month



Li Elena Sergeevna – graduate of 2006
2005 – winner of the regional competition «Young Leader», finalist of the Republican Contest held by ACC. Prize-winner of the regional Olympiad in Russian language (III place 2004, 2005).



Yugay Vladimir is studying at the senior higher technical school with in-depth study of computer science in Taejon (South Korea) since 2005.



Tsoy Vera Lvovna is a graduate of 2007.
2006 – I place in the Republican essay competition in Korean language in Almaty.
2007 – I place in the Republican essay contest on «My motherland is Kazakhstan». Having enrolled KazGu has received a scholarship program, currently studying at Koryo tehakkyo, in the business management specialty.



Lahay Vera Ivanovna – graduate of 2007
2005 – I place, 2006 – III place in the Republican competition of works in Korean language in Almaty.



Tsoi Yuri Lvovich is the winner of the regional contest «Young Leader» (2006), the finalist of the Republican Contest held by the ACC, the third place in the Republican essay competition in Korean in Almaty, is studying at the senior higher technical school with in-depth study of computer science in the city. Daejeon, South Korea.



Te Svetlana Robertovna – graduate of 2008.
2006, 2007 – prize-winner of the Republican essay competition in Korean.
2009 – Republican contest of works in Korean language prizes took:
II place – Khan Aelita, student of 9b class;
III place – Shek Olga, a student of grade 9a;
III place – Ten Vera, a pupil of the 8th grade;
IV place – Ten Olga, a student of the 10th grade.