

The Academy of Korean Studies. The Republic of Korea  
Ministry of Education and Science of Ukraine

## **PROGRAMME**

**of the elective academic course for students at a specialised secondary school**

**(forms 10 – 11)**

### **“THE REPUBLIC OF KOREA: THE STORY OF THE MIRACLE ON THE HAN RIVER”**

**(17 academic hours)**

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The programme was approved and classified as “Approved for the use in an educational process” by the decision of the Commission of Experts on History of the Ministry of Education and Science of Ukraine –

Minutes No. 6 dated 27 March 2024, which is registered in the Catalogue of approval provisions for education literature and educational programmes and numbered 4.0086-2024.

This work was supported by the 2023 *Understanding Korea Project* of the Academy of Korean Studies (23D006)

## **EXPLANATORY NOTE**

The Republic of Korea is a highly developed democratic country friendly towards Ukraine, with an economy that is among the ten most powerful economies in the world. The entire history of the country is a real ‘miracle on the Han River’ that inspires other countries to global transformations in various spheres of public life and makes it relevant for Ukraine.

The ongoing Russia-Ukraine war, in which the Ukrainian people have been heroically defending the principles of democracy, freedom and justice at the cost of incredible efforts and the lives of their compatriots, has transformed Ukraine from a peripheral state into one of the leading subjects of world politics with a clearly defined Euro-Atlantic perspective. Given this, the subject matter of the struggle for democratic values and rebuffing the imperial ambitions of authoritarian states is of particular importance in school history teaching.

The war of the Ukrainian people for their independence and preservation of national identity had a significant impact on the consolidation of the Ukrainian political nation and led to reaching a consensus on traditionally controversial issues in society: the language, historical memory, church, pro-European orientation, and rejection of the communist and Russian imperial heritage. Therefore, it is extremely important to familiarise students with the historical experience of the consolidation of South Koreans in the process of post-war reconstruction and establishing Ukraine as a democratic, rule-of-law and social state.

The realities of the war have put Ukrainian citizens in extremely difficult conditions, in which they demonstrate powerful strategies of survival and resistance, and most importantly, the ability to look forward and move forward on a daily basis. In this context, it is important to study the experience of those countries that have managed to overcome similar problems throughout their history. This, to some extent, explains the widespread use of historical parallels with the adjective "Korean" regarding experiences, lessons, scenarios, etc. for Ukraine in the media space.

The Republic of Korea and Ukraine, despite being far apart, have a lot in common and have been in the sphere of interests of different states throughout their history, belong to different cultures, and have a lot in common.

Korea, like Ukraine, was a place where ancient cultures were spread and throughout its history, it has fought to preserve and strengthen its statehood.

Both countries have experienced times of colonisation, World War II and had difficult experiences overcoming their consequences, dividing their territories, rising national movements and consolidating the nation. The Koreans and Ukrainians who lived in the Soviet Union suffered repression and deportation under Stalin's regime.

The bloody Korean War of 1950–1953 had a different nature from the Russia-Ukraine war. At the same time, some of its aspects, such as the role of propaganda and the formation of the enemy image, the idea of a 'blitzkrieg', covert participation, the course of some military operations, etc. are also observed in the Russia-Ukraine war. This makes the historical lessons of the Korean War of 1950–1953 relevant for Ukraine.

After the end of the war, Ukraine, like Korea, will face a difficult period of reconstruction. In this context, the Korean experience of post-war reconstruction and rapid economic growth, known in history as the "Miracle on the Han River," could prove useful.

Over the course of several decades, the Republic of Korea has gone from a military dictatorship to a modern democratic state. Thus, learning how Koreans are overcoming corruption and could build democratic institutions is important for today's Ukrainian youth.

For a long time, the Korean people have been divided by the 38th parallel. Koreans are citizens of the two states with different social systems and political and ideological guidelines. Part of the territory of Ukraine is annexed and occupied as a result of Russian aggression. They are being subjected to the orders of the aggressor state. That is why it is of particular importance to compare the vectors of economic, political and social development of the Republic of Korea and the DPRK to

demonstrate the impact of ideology and the state system on geopolitical circumstances, social relations, value orientations, welfare of citizens, etc.

Moreover, contemporary Korean culture has experienced a huge rise and has become popular in the world as the “Korean Wave”, which generates the interest of senior high school students in Korean subject matter and the need for additional knowledge about this country.

At the same time, ordinary Ukrainians, especially young people, have a vague idea of South Korea, its historical experience of preserving national identity and solving economic, political and social problems. The elective course "The Republic of Korea: The Story of the Miracle on the Han River" for secondary schools aims to fill this gap and is designed to provide the opportunity for students to learn about the history of one of the world's leading countries in the context of the problems of modern Ukraine by establishing historical parallels.

### **The purpose of the academic course**

The purpose of the academic course is subordinated to the general goal of school historical education, defined by the History syllabus for forms 10 – 11 of general secondary educational institutions and specified by the course content, namely: a) to form a free personality based on the material of the history of Korea and the history of Ukraine who recognises national and general human values and is guided by moral and ethical criteria and a sense of civic responsibility in their behaviour; b) to instil, through the history of Korea and the history of Ukraine, a civic consciousness focused on a patriotic sense of belonging to one's own country and its common historical, political and cultural values, as well as the defence of freedom and democracy, unity and harmony in society; c) to instil, through the history of Korea and the history of Ukraine, tolerance and respect for different views, religions, customs and cultures, and the ability to achieve an understanding with other people to achieve socially significant goals.

This goal, as well as the History syllabus, is specified in a set of objectives, of which the priorities are:

- deepening interest in history as a field of knowledge and academic subject, and Korean history in particular, and developing the mental abilities and skills necessary to understand contemporary challenges;

- acquiring systemic knowledge of the facts, events, phenomena and trends in the history of Ukraine and Korea from the standpoint of the value of human life and human dignity, the experience of Korean and Ukrainian state-building, the establishment of the unity of the Ukrainian and Korean peoples and the conciliarism of Ukrainian and Korean lands;

- developing historical, critical and creative thinking, the ability to understand the general course of the historical process and problems;

- the awareness of the national interests, the inviolability of the borders of the Ukrainian state, and the need to protect sovereignty and territorial integrity under conditions of real military, political, informational and other challenges;

- access to the spiritual and cultural heritage, historical and cultural traditions of the Ukrainian and Korean peoples;

- promoting the formation of political and legal, cultural and civic self-consciousness in harmony with national and human values.

The mandatory learning outcomes of the academic course are written in accordance with the competencies outlined by the State Standard in the field of “Civic and History Education” and the History syllabus, which provides that a student:

- *thinks historically and chronologically*, navigates through historical time, synchronises the events in the history of Korea and Ukraine, establishes cause and effect relationships among events, phenomena and processes, human activity and its results over time and identifies changes and duration in the life of society (chronological competency);

- *thinks geospatially*, navigates through the socio-historical space of East Asia and Eastern Europe, identifies the interdependence of the development of society, economy, culture and the environment (spatial competence);

- *thinks critically*, works with various sources of information and formulates historically substantiated questions (informational competency);

- *thinks systematically*, identifies the interconnection, interdependence and mutual influence of historical events, phenomena, processes and figures in the context of the relevant epochs; understands the multiplicity of interpretations of the past and present and compares their interpretations (logical competency);

- *realises their own dignity, exercises their own rights and freedoms*, respects the rights and dignity of others, shows tolerance and counteracts manifestations of discrimination (axiological competency).

### **The competency potential of the academic course**

The competency potential of the course is characterised by a number of possibilities it provides for students to acquire key and subject competencies defined by the Concept of the New Ukrainian School, state standards and the History syllabus, namely:

*Communication in the state language* – to express opinions on events in the history of Korea and Ukraine in an understandable and convincing way, to use the expressive means of the language to describe these events and modern attitudes towards them, to respond with the language means to the information related to the history of Korea and Ukraine; to recognise linguistic means of influence, to distinguish between persuasion and manipulation techniques; to hold a reasoned discussion on relevant topics; to read and understand written sources translated and adapted into the Ukrainian literary language, author's historical and socio-political publications related to the present and history of Korea; to create historical and social texts in Ukrainian (orally and in writing). To treat Ukrainian as the state language with respect, interest in its development, understanding of its value; critical perception of historical, social and political information; tolerance to alternative statements of other people.

*Communication in foreign languages* – to read and understand popular science publications and works of fiction about the history of Korea and Ukraine in a foreign

language; to find relevant information in foreign languages; to create information in a foreign language about the history of Korea and its contemporary understanding by Ukrainian society; to communicate with peers from Korea and other countries for mutual exchange of knowledge. To show interest in foreign language interpretations of the events related to the present and past of Korea.

*Mathematical competency* – to use digital data and mathematical concepts to cognise and explain events, phenomena and processes related to the history of Korea and Ukraine; to convert source information from one form to another (a text, graph, table, diagram, etc.); to build logical chains of events and actions; and to use statistical materials in the study of this topic. To strive to choose rational ways of explaining past events, causes and possible solutions to current social, political and economic problems.

*Core competencies in natural sciences and technologies* – to explain and evaluate the impact of the natural environment on human life on the example of events in Korean and Ukrainian history; to reveal the content and significance of economic, industrial, scientific and technological impacts on social life. To recognise the value of natural resources and the readiness to use them rationally in everyday life; to respond boldly to the risks of environmental threats by joining public actions to protect nature.

*Information and digital competency* – to work with various sources of information, the ability to critically evaluate and differentiate them, to identify propaganda, mental and ethical basis of information resources; to use digital technologies to search for relevant historical and social information on the history of Korea and Ukraine, its accumulation, verification and organisation; to create verbal and visual (graphs, diagrams and films) texts, multimedia presentations and disseminate them; to identify manipulation of information of social and historical content in the process of analysing electronic media messages; to identify sources and authors of information and to make correct references. To adhere to the defined standards of behaviour and moral rules when working with information about Korea and its history, including observing copyright in particular.

*Lifelong learning skills* – to define one's own learning goals in the social sphere and the field of knowledge of Korea; to analyse one's own learning process and monitor changes in perception of information; to find and process sources of social and historical information; to critically analyse and summarise the acquired information and experience. To understand the social role of acquiring knowledge of Korea, to be open to sustainable self-study, and to be willing to share knowledge with others.

*Initiative and enterprise* – to use the experience of learning about the history of Korea and Ukraine in their comparison to choose effective life strategies; to identify possibilities and threats for future professional and entrepreneurial activities, analysing the consequences of the events in Korean history; to disseminate the acquired knowledge in their own community; to generate new ideas, assess benefits and risks, negotiate, work independently and in a group; to plan, organise and implement individual or team projects (including research and development) and to present their results. To be ready to use the experience gained when taking the course for self-knowledge and achieving well-being; awareness of the importance of ethical standards in practical activity; a balanced approach to making decisions that carry risks, based on the experience of the past and present social life.

*Social and civic competency* – to critically analyse media sources about Korea and Ukraine to counter destructive and manipulative techniques of influence; to find convincing historical examples of conflict resolution; to work in a group, reach understanding and establish cooperation, using one's own and other people's experience, including that taken from history; to be an active and responsible member of civil society who knows human rights and knows how to protect them; to make balanced decisions aimed at the development of a local community, using the knowledge of history and other social disciplines; to cooperate effectively with others, initiate and implement projects. To identify oneself as a personality and a Ukrainian citizen; to be aware of human values (life, health, honour and dignity, untouchability and security); to empathise with the fate of relatives and friends, other people in need of help and support; to respect the experience and values of one's own

and Korean peoples; to tolerate and treat the stand in the life of others; to participate in the volunteer movement and support community projects and initiatives.

*Awareness and self-expression in the area of culture* – to think and envisage imaginatively; to interpret the works of Korean and Ukrainian art; to develop one's own national and cultural identity in the modern multicultural world; to outline the main trends in Ukrainian and Korean culture of the past and present; to use art artefacts to study an educational topic, to comprehend the works of art in the historical context; to identify the influence of culture on a person. To be conscious of the preservation and development of one's own national culture and the cultures of other peoples; to take care of places of memory; to be open to intercultural dialogue.

*Environmental literacy and healthy living* – to provide help to oneself and those in need; to make decisions, considering alternatives and predicting consequences for human health, well-being and safety. Responsible attitude to one's own health and the health of others; adherence to moral, ethical and legal norms; appreciation of the environment as a potential source of health, well-being and safety of a person and community; awareness of the importance of economical use of natural resources and responsibility for one's own activity in nature.

### **End-to-end content areas of the course**

The end-to-end content areas are defined by the normative documents and run through all academic subjects, and thus through the course "The Republic of Korea: The Story of the Miracle on the Han River", and reflect the leading socially and personally significant ideas that are consistently revealed in the process of teaching and educating students. The content areas correlate with the key competencies, the acquisition of which ensures the formation of the student's value and world view orientations that determine their behaviour in life situations. Learning according to content areas is implemented through the actualisation of relevant knowledge, activity, estimation and value components in the context of inter- and

intradisciplinary subject integration, extracurricular activities and study groups, and participation in the national student competitions.

The content area “*Environmental Safety and Sustainable Development*” is aimed at forming students' social activity, responsibility and environmental awareness, readiness to participate in solving issues of preservation of the environment and society's development, as well as awareness of the importance of sustainable development for future generations. It is implemented within the framework of the course by a content emphasis on the environmental change as a result of historical events, natural and man-made disasters and their impact on the further development of society.

The implementation of the content area “*Civic Responsibility*” will contribute to the formation of an active member of a community and society who understands the principles and mechanisms of society, is a free person who recognises universal and national values and is guided by moral and ethical criteria and a sense of civic responsibility in their own behaviour. When studying the course, it is reflected in the issue of civic responsibility of ideologues, politicians, cultural figures, ordinary citizens and society as a whole for the economic, political, cultural and social development of the country and, as a result, the level of well-being of citizens. The special importance of the choice made by citizens and the role of civil society in the process of democratisation are emphasised.

The study of the issues related to the “*Health and Safety*” content area aims to form a student as a spiritually, emotionally, socially and physically full-fledged member of a society, capable of maintaining a healthy lifestyle and creating a safe living environment. In this academic course, the implementation of this area is associated with an emphasis on the role of a person in creating environmental, technical and psychological safety.

The content area “*Enterprise and Financial Literacy*” is aimed at developing leadership initiatives, the ability to act successfully in a rapidly changing technological environment and ensuring that younger generations of Ukrainians have a better understanding of the practical aspects of their own lives. Within the

framework of the course, it is implemented by familiarising students with the factors and peculiarities of the Korean economic miracle and with solving economic, technological and social problems by the Republic of Korea, as well as the individual behaviour strategies of ordinary Koreans under extreme conditions.

### **Interdisciplinary and discipline-specific content areas**

The “*Cultural Self-Consciousness*” content area is aimed at developing a student as a person who understands the role of culture in shaping thinking, is aware of the changes in different cultures throughout history, has an understanding of the diversity of cultures and their peculiarities and appreciates their own culture and the cultural diversity of the world. The course implements this goal in several aspects: on the example of the history of the Korean people, the students study changes in the cultural and mental traits of people under the influence of historical events and processes, compare cultural processes in Korea and Ukraine, and familiarize themselves with the ways of artistic representation of everyday life and historical events in literature and art.

While implementing the “*Information Environment*” content area, the main goal is to develop a student as a person who perceives and understands the surrounding information environment, is able to critically analyse it and acts in it in accordance with their goals and the communication ethics accepted in society. Therefore, while studying the course, the students are familiarised with the main types of information sources on the history of Korea and its relations with Ukraine and gain experience in searching for, analysing, summarising and presenting the results.

The end-to-end content area “Values and Morality” is aimed at forming a student as a morally complete person who knows the generally accepted rules of behaviour, adheres to them at school and outside school, is not indifferent to their neglect and, if necessary, responds to it in accordance with the possibilities. For the course “The Republic of Korea: the Story of the Miracle on the Han River”, this is one of the main content lines, as it stipulates looking at the events of Korean and

Ukrainian history from the standpoint of ensuring fundamental values – the right to life, personal freedom, democracy, etc.

### **Fundamental principles of the course design**

Since the course is a variable component of school history education, its study is based on psychological and pedagogical approaches defined by the State standards and the History syllabus:

*person-oriented*, according to which the interests of an individual student are placed at the centre of an educational process, which implies: humane subject-to-subject cooperation of all participants in an educational process; diagnostic and stimulating method of organising educational cognition; active and communicative functioning of students (designing individual achievements in all types of cognitive activity); the fullest possible consideration of the range of personal needs in the selection of content, methods, learning stimuli and an assessment system of the range of personal needs;

*competency-based*, the essence of which is that the intermediate and final results of learning are recognised as the formation of certain personal abilities (competencies), which are manifested in a set of skills based on knowledge, values and experience;

*activity-based*, according to which the effectiveness of learning depends on the involvement of students in various activities, which enables them to more successfully acquire social experience and, as a result, ensures the social activity of an individual.

**Selection of the academic course content** in accordance with the basic approaches of historical and pedagogical sciences:

*general scientific* – familiarisation of students with reliable facts and their interpretations to form a holistic scientific world view;

*specific historical* – consideration of events and phenomena in the context of the relevant historical time, place, accompanying circumstances and the dynamics of the course from causes to consequences;

*comparative* – comparison of similar events, phenomena, processes and historical figures in the history of Korea and Ukraine,

*alternative and problematic* – using a variety of historical sources and getting acquainted with different interpretations of historical events and phenomena;

*generalising* – highlighting the most important things in educational material, as well as outlining major trends in the relevant historical period;

*systemic* – reliance on interdisciplinary and intercourse integration and study of a historical process in an organic combination of civilisational, cultural, anthropological and other aspects;

*axiological (value)* – instilling universal moral and ethical values and development on their basis of a personal system of evaluation of historical events, figures, phenomena, etc;

*multicultural* – focusing on an organic unity of history, culture, language, traditions and customs that ensure the continuity and succession of generations of their people, as well as the need for deferential treatment of the cultures and customs of other nations;

*secular* – familiarisation of students with the history of religions as cultural phenomena, while preventing propaganda of certain religious doctrines.

### **The content emphasis of the course**

The purpose, objectives, competency potential and fundamental principles of the course design have necessitated a number of content emphases, namely:

*human-centred* – attention to a human in its various manifestations, its behavioural motivations, the discovery of the connection between the formation of personal values and the development of a society; changes in mental traits of a person under the influence of historical factors, common and different in value

orientations of the representatives of different nations on the example of Koreans and Ukrainians;

*nation-building* – familiarisation with the main milestones of Korean history from the standpoint of the formation of a modern civil nation in comparison with similar processes in Ukraine;

*anti-imperial* – studying the impact of imperial policy on public life and ordinary citizens of Korea and Ukraine, acts and resistance movements to this policy and overcoming its consequences;

*civil* – attention to the relationship between an individual and a state, the process of democratisation and the formation of civil society, the impact of civil choice on the standard of living of a human on the example of South and North Korea;

*culturological* – the focus on culture as a reflection of society's values, and its dissemination as a way to understanding and conflict prevention.

### **Structure of the programme and organisation of learning**

The programme consists of the Explanatory note and the course syllabus itself with the expected learning outcomes of students' educational and cognitive activities structured by sections and the content of the educational material as the basis for achieving these outcomes, the list of references and Internet resources. The expected results of learning and cognitive activities are focused on the formation of corresponding competencies and are presented, similarly to the history curriculum, through knowledge, understanding and skills. The content of each section of the programme includes a list of historical plots conventionally divided into separate lessons. A teacher, guided by the requirements for training of students, has the opportunity to independently determine the title of the topic, the number and list of questions for each lesson, depending on the conditions of an educational process, the cognitive capabilities of students, class and the individual approach of a teacher to teaching. Each topic includes indicative tasks for practical work and projects. The programme does not divide the teaching hours into units. Within the total annual

number of hours, a teacher can independently determine the time to work on each unit of the programme, but, at the same time, without violating the completeness of the goals that were set as the results and content of the educational and cognitive activity. The subject matter of practical work and projects is arranged in such a way as to ensure individual and differentiated approaches to learning.

This programme is part of a didactic complex that also includes course materials in printed and electronic form, available on the website. Therefore, the content and nature of the activity included in the programme are closely related to the course materials. Each subject matter of the materials is presented in a brief informative and neutral text and is accompanied by a selection of sources (written, visual, conventionally graphic, etc.) with methodological tools for studying them and links to additional sources of information. At the same time, informational texts are primarily aimed at helping students to navigate through the historical context, while tenth-formers should receive the main information directly from the sources.

The organisation of the educational and cognitive activity of students under this programme is reflected by a teacher in their own calendar and a thematic plan (course schedule) or in the work programme, which is approved by the head of an educational institution. A teacher draws up a work programme when she or he wants to build her or his own algorithm for work with students within the framework of a curriculum, in particular, to focus on certain learning objectives and content elements, change the sequence of studying material, add material on the history of the native land, supplement the subject matter of practical and creative works, etc. Practical work is mandatory for each unit of the programme. They can take place in different forms: not only as a separate part of the lesson (to learn new material, generalise, consolidate, etc.), but also throughout the lesson (a laboratory and practical class). This work can be done at the choice of both a teacher and a student, both in the classroom and at home, but with a mandatory presentation of its results in class.

In defining the results of educational and cognitive activity, the programme emphasises the activity component, which means involving a student in various

activities, including creative ones. Therefore, each section contains topics that can be covered in the course of educational projects, writing essays, as well as suggestions for the use of interdisciplinary relationships. A teacher is free to choose (change/adjust/supplement) the topics as well as study them in different ways, depending on the conditions of organisation of an educational process, the cognitive capabilities of senior high school students, the peculiarities of the class and the teacher's personal approach to teaching. The programme does not limit the teacher's use of forms of teaching, namely: individual, pair, group and collective. An important part of organising activity-based learning is the presentation of results. That is why the programme guides a teacher to maximise the variety of its forms (an oral report, a poster, a multimedia presentation, a mini-textbook for kids, a video, a literary composition, etc.) and to enhance its social significance (the possibility of using it within parallel classes, the whole educational institution and neighbourhood). The main criterion for the success of a teacher's work under this programme is the ability to organise students' creative work with a focus on the development of key and subject competencies rather than content completeness.

**THE STRUCTURE OF THE COURSE**  
**“THE REPUBLIC OF KOREA: THE STORY OF A MIRACLE**  
**ON THE HAN RIVER”**

(17 academic hours)

**Introduction. The Republic of Korea: Ukrainian Standpoint.**

**Theme 1. The Republic of Korea: the Country and the People.**

**Theme 2. The struggle for Independence.**

**Theme 3. The Korean War of 1950–1953.**

**Theme 4. The Economic Miracle in One Generation.**

**Theme 5. The Road to Democracy.**

**Theme 6. The Republic of Korea and Ukraine in the Globalised World.**

**Generalisation. The Experience of the Republic of Korea for Ukraine.**

<b>As a result of the learning and cognitive activity, the students will be able to:</b>	<b>Content of the educational and cognitive activity</b>
<p><b>Know:</b>  the main stages of the formation of the Korean state,  the main achievements of Korean culture,  the main religions of the Republic of Korea,  features of the Korean national character,</p> <p><b>Understand:</b>  the concept of ‘features of a national character’,  the influence of geographical, socio-historical, cultural and religious factors on the formation of features of a national character of people,</p> <p><b>Know how to:</b>  show on the map the</p>	<p><b>Introduction. The Republic of Korea: a Ukrainian Standpoint.</b></p> <p><b>Theme 1: The Republic of Korea: the Country and the People</b></p> <p><i>The formation of the Korean state.</i>  Natural conditions of the Korean Peninsula. The myth of Tangun and the early religious beliefs of the Koreans.</p> <p><i>The era of the three states. Goryevo.</i>  The period of the Three States. The spread of Buddhism. Confucianism in Korea. The Unified Silla and Goryevo.</p> <p><i>Joseon. Cultural achievements of the Joseon period.</i>  Early Joseon. The Golden Age of Sejong the Great. The naval commander Yi Sun-sin,</p>

<p>territories of the Korean state of Joseon,</p> <p>compare the national features of the Koreans and Ukrainians,</p> <p>characterise the cultural achievements of Korea (at a student's choice),</p> <p>explain the influence of religions prevalent on the Korean peninsula on the political, cultural and everyday life of the Koreans,</p> <p>synchronise the most important events in the history of Korea and Ukraine in the 10th–18th centuries,</p> <p>make reasoned judgements about the contribution of King Sejong the Great and the commander Yi Sun-sin to the history of Korea.</p>	<p>the hero of the Imjin War. The Culture of the Middle Joseon. Christianity in Korea.</p> <p><i>Traits of the national character of the Koreans.</i></p> <p>The Koreans through the eyes of the Europeans. Manifestations of traits of the national character of the Koreans in everyday life. National holidays as a mirror of the historical and cultural heritage of the Koreans.</p>
<p><b>Know:</b></p> <p>the chronological limits of Japanese colonial rule in Korea,</p> <p>the date of the adoption of the Korean Declaration of Independence,</p> <p>the date of deportation of Koreans in the USSR.</p> <p><b>Understand:</b></p> <p>the concepts of ‘modernisation’, ‘imperial policy’, ‘assimilation policy’, ‘Soviet deportation’, ‘the Korean question in international relations’,</p> <p>the role of imperial ideology in the policies of colonial governments,</p>	<p><b>Theme 2. The Struggle for Independence.</b></p> <p><i>Korea in confronting the encroachment of the neighbouring states.</i></p> <p>Modernisation of Korea. Korea in the foreign policy of the neighbouring states. The Korean Empire. Establishment of Japan's protectorate over Korea. Annexation of Korea by the Japanese Empire.</p> <p><i>Korea in the era of Japanese colonial dependence.</i></p> <p>Ideological foundations and goals of the Japanese colonial regime. The policy of assimilation. Colonial modernisation of Korea. Echoes of Japanese colonisation.</p> <p><i>The Korean independence movement.</i></p> <p>Korean ethnic nationalism.</p>

<p>the impact of colonial government policy on the development of the Korean independence movement,</p> <p>the doom of imperial ambitions in history,</p> <p>the significance of the decisions of the Yalta and Potsdam conferences for the future of Korea and the East Asian region.</p> <p><b>Know how to:</b></p> <p>compare the imperial policies of Japan and Russia/the Soviet Union towards the Koreans,</p> <p>identify the peculiarities of the Korean independence movement,</p> <p>synchronise the most important events in the history of Korea and Ukraine in the 19th and the first half of the 20th centuries,</p> <p>identify the ideological foundations of the imperial policies of Japan and Russia/the USSR,</p> <p>characterise the situation of the Koreans under Japanese colonial rule and Korean immigrants in Russia/the USSR,</p> <p>explain the historical roots of the current problems in relations between the Republic of Korea and Japan.</p>	<p>The March 1st Movement 1919. Tactics of the struggle for the independence of Korea.</p> <p><i>The Koreans and Ukrainians in the Far East.</i></p> <p>The Far Eastern settlements of the Koreans and Ukrainians. The attitude of Russian imperial authorities to the Koreans. The Ukrainians and Koreans of the Far East in the struggle for independence. The Soviet standpoint of Korea and Koreans. Victims of Soviet deportation.</p> <p>The “Korean question” in World War II.</p> <p><i>The declaration of independence</i></p> <p>The ‘Korean question’ in world politics. Gaining independence of Korea. American and Soviet occupation zones in Korea.</p>
<p><b>Indicative themes of practical and creative works:</b></p> <p>“National Character Traits of the Koreans and Ukrainians in the Dimension of Universal Values (Based on Korean and Ukrainian Folklore),”</p> <p>“Reflection of the Korean National Features in Contemporary Korean Cinema,”</p> <p>“The Wise Ruler of the Middle Ages: a Korean and Ukrainian Standpoint,”</p>	

“The Korean Independence Movement the Ukrainian National Liberation Movements in the First Half of the 20th Century: a Comparative Analysis,”  
 “The Poets Who Raised the National Consciousness in the History of Korea and Ukraine,”  
 “The Koreans and Ukrainians in the Far East: Has the Meeting of Cultures Taken Place?,”  
 “Language as a Means of Japanese and Russian Imperial Policy.”

**Know:**  
 the chronological boundaries of the Korean War,  
 the main stages of the Korean War,  
 the outcome of the war.

**Understand:**  
 the causes of the Korean War,  
 the intentions of the parties involved in the conflict,  
 the influence of an ideology and propaganda in the war,  
 the influence of the war on Korea, Koreans and the world.

**Know how to:**  
 synchronise the events that took place in Korea, Ukraine and the world in the mid-twentieth century,  
 use a map as a source of information about the hostilities;  
 compare the events of the Korean War and the Russia-Ukraine War,  
 characterise participation of the Ukrainians in the Korean War,  
 explain the reasons for different interpretations of the causes, events and consequences of the war.

**Theme 3. The Korean War of 1950–1953.**  
*Formation of the Republic of Korea and the DPRK.*  
*On the other side of the 38th parallel.*  
 On different sides of the 38th parallel.  
 The foundations of the future conflict.  
*The origins and course of the war. A human and the war.*  
 In anticipation of the war. 25 June 1950 – the beginning of the Korean War. The course of the hostilities. Defending the homeland.  
 The tragedy and traumas of the people.  
*The Ukrainians in the Korean War.*  
 The Ukrainians in the UN Armed Forces. Hidden participants in the Korean War.  
*The impact of the war on Korea, the Koreans and the world.*  
 The consequences of the war and memory of it. The Korean War and the Ukrainian national liberation movement. The theme of the Korean War in Soviet propaganda in the Ukrainian SSR.  
*The Korean War and the Russia-Ukraine War.*

<p><b>Know:</b> the chronological framework of the Korean economic miracle, the date of the April Revolution in South Korea, the main strategies for the economic growth of the Republic of Korea,</p> <p><b>Understand:</b> the concepts of the ‘Korean economic miracle’, ‘developmental dictatorship’, ‘human factor’, ‘chaebol’, the relationship between the state of the country's economy and the level of well-being of its people, the role of the human factor in the Korean economic miracle, the role of education in the country's economic recovery, the importance of the Korean experience for modern Ukraine.</p> <p><b>Know how to:</b> synchronise the events that took place in Korea, Ukraine and the world in the second half of the 20th century, use the map as a source of information about hostilities, compare the post-war conditions for socio-economic transformation in Korea and Ukraine, make reasoned judgements about the social and political</p>	<p><b>Theme 4. The “Economic Miracle” in One Generation.</b></p> <p><i>The post-war reconstruction.</i> Syngman Rhee: the post-war policy. The April 1960 revolution in South Korea. The post-war conditions in South Korea and Ukraine.</p> <p><i>The strategy of economic growth.</i> The “Miracle on the Han River”. Park Chung Hee: the “developmental dictatorship”. Planning the economy. Reliance on chaebol. Financial support.</p> <p><i>The role of education in the economic development of the country.</i> Reforming the education system. The human factor of the “economic miracle”. <i>The “Korean economic miracle” and the tasks for Ukraine.</i></p>
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<p>activity of Lee Sin-man and Park Chung-hee.</p>	
<p><b>Indicative themes of practical and creative works:</b>          “The Korean War: a Ukrainian Standpoint.”          “The Human Dimension of War’ (based on the Korean War and the Russia-Ukraine War).”          “The Experience of the “Korean Economic Miracle”: How It Is Useful for Ukraine.”          “Education as a Factor of Economic Growth.”          “The Role of a Political Leader in the Country’s Economic Rise: the Korean and Ukrainian Experience.”</p>	
<p><b>Know:</b>          the time of democratic transformations in the Republic of Korea,          the components of the process of democratisation of society.</p> <p><b>Understand:</b>          the need for democratic transformation to improve the welfare of the population,          the role of the fight against corruption in the process of political and economic reformation of a country,          the dependence of the standard of living of citizens on the model of organisation of society.</p> <p><b>Know how to:</b>          characterise democratic processes in South Korean society,          compare the models of society organisation in the Republic of Korea and the DPRK,          compare the protests of the late 20th and early 21st centuries in the Republic of Korea and Ukraine (at a student's choice).</p>	<p><b>Theme 5. The path to democracy.</b></p> <p><i>The Republic of Korea and the DPRK: alternative models of society organisation.</i></p> <p>The South Korean model of society organisation. The North Korean model of society organisation.</p> <p><i>Democratic transformation of the Republic of Korea.</i></p> <p>Stages of South Korean society's progress towards democracy. The 18 May Movement. Democratic Processes in the Republic of Korea in the early 21st century.</p> <p><i>The fight against corruption.</i></p> <p><i>The use of modern technologies in the expansion of democracy.</i></p> <p><i>The experience of the formation of Korean democracy and Ukraine.</i></p>

<p><b>Know:</b> The global problems facing humanity, the essence of the problem of Korean unification,</p> <p><b>Understand:</b> the global challenges facing the Republic of Korea, Ukraine and the world, the need and ways to solve the problem of Korean unification, the concept of ‘Korean cultural wave’.</p> <p><b>Know how to:</b> compare different ways of solving the Korean problem, characterise the attitude of the Koreans to the Ukrainians and Ukraine, determine the impact of contemporary Korean culture on Ukrainian youth, identify important aspects of Korea's experience of accelerated economic development and democratisation of society for Ukraine and explain the possibilities of their use in Ukraine.</p>	<p><b>Theme 6. The Republic of Korea and Ukraine in the globalised world.</b></p> <p><i>Global challenges and responses to them.</i></p> <p><i>The problem of Korean unification and the ways to solve it.</i></p> <p>The zone of tension. Steps to meet. Prospects for unification.</p> <p><i>“The Korean Cultural Wave” and Ukraine.</i></p> <p><i>The Koreans in Ukraine and the Ukrainians in Korea</i></p> <p><b>Generalisations. The experience of the Republic of Korea for Ukraine.</b></p>
<p><b>Indicative themes of practical and creative works:</b></p> <p>“Korea’s Path to Democracy: a Ukrainian Standpoint.”</p> <p>“Korean Cultural Wave: why is It Taking the World by Storm?”</p> <p>“The Koreans in Ukraine: History and Modernity.”</p> <p>“The Ukrainians in Korea: History and Modernity.”</p> <p>“The Russia-Ukraine War: South Korean and North Korean Standpoints.”</p>	

The materials for the course “The Republic of Korea: the Story of the Miracle on the Han River” are available on the website <https://www.novadoba.org.ua/gromadska-osvita-ua>

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Ковальчук Ю. Корея в описах західних авторів (IX – початок XX ст.). Посібник-хрестоматія, К.: Видавничий дім Дмитра Бураго, 2019, 456 с.

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Хон Ю. Нунчі: корейське мистецтво емоційного інтелекту, Х.:КСД, 2020, 208 с.

Хо Сун Чьол. Україна – моя любов: мемуари Посла Республіки Корея в Україні, К.:Видавничий Дім Дмитра Бураго, 2009, 223с.

Song Ho-jung Jeon Deog-jae Lim Ki-hwan Kim In-ho Lee Kang-hahn Choi E-don Chung Yeon-sik Suh Young-hee Chun Woo-yong Hahn Monica Chung Chang-hyun . **A History of Korea** ,Academy of Korean Studies , 2019, 286 p.

Park Y. E. KOREA. A History, Stanford UniverSity PreSS Stanford, California ,2022 , 456 p

## Video materials:

ІСТОРІЯ КОРЕЇ З НАЙДАВНІШИХ ЧАСІВ ДО СУЧАСНОСТІ / ІСТОРІЯ ОБ’ЄДНАННЯ КОРЕЇ-

<https://www.youtube.com/watch?v=603e264GDhI>

ІСТОРІЯ ПІВНІЧНОЇ КОРЕЇ ВІД ДАВНИНИ ДО СЬОГОДЕННЯ /мультифільм/ -

<https://www.youtube.com/watch?v=NpoSqGzrMyo>

КОРОЛЬ КОРЕЇ СЕДЖОНГ ВЕЛИКИЙ –

[https://www.youtube.com/watch?v=\\_D0sdM-cQNU](https://www.youtube.com/watch?v=_D0sdM-cQNU)

ПІВДЕННА КОРЕЯ. ВІД ЯПОНСЬКОЇ ОКУПАЦІЇ ДО СУЧАСНОСТІ

<https://www.youtube.com/watch?v=leuJ4Gka5gg>

ІСТОРИЯ КОРЕЇ 1910 -1945 РОКИ –

<https://www.youtube.com/watch?v=vsYdbJWEXD0>

УКРАЇНКА ЮЛІЯ МУЛОК – КОРЕЙСЬКА ПРИНЦЕСА –

[https://www.youtube.com/watch?v=EAMB-5\\_4U\\_8](https://www.youtube.com/watch?v=EAMB-5_4U_8)

ЯК СССР БОРОВСЯ ЗА СВОБОДУ І ПРОГРАВ : КОРЕЯ –

<https://www.youtube.com/watch?v=GZbncn7w53w>

КОРЕЙСЬКА ВІЙНА: КРАХ БЛІЦКРИГУ КІМ ІР СЕНА // ІСТОРИЯ

БЕЗ МІФІВ – <https://www.youtube.com/watch?v=nltK-y4lm6U>

ДВІ КОРЕЇ. ЯК ОДИН НАРОД РОЗДІЛИВСЯ НА ДВІ ДЕРЖАВИ –

<https://www.youtube.com/watch?v=QPAzV4K67Gc>

ЕКОНОМІКА ЧУЧКЕ. НА ЧОМУ ЗАРОБЛЯЄ СУЧАСНИЙ

КОМУНІЗМ – <https://www.youtube.com/watch?v=a1j90SE69GQ>

ІСТОРИЯ КОРЕЇ : ПОВСТВННЯ В КВАНДЖУ 1980 РОКУ –

<https://www.youtube.com/watch?v=uktSv8cVAJQ>

КОРЕЙСЬКІ УКРАЇНЦІ –

[https://www.youtube.com/watch?v=JOkxPx\\_rdvI](https://www.youtube.com/watch?v=JOkxPx_rdvI)

### **Internet resources:**

Всеукраїнська асоціація викладачів історії та суспільствознавчих дисциплін : <https://www.novadoba.org.ua/programi-ua>

Академія корезнавства : <https://www.aks.ac.kr/index.do>

Національна бібліотека Кореї : <https://www.nl.go.kr>

Бібліотека Конгресу США : <https://www.loc.gov>

Національний історичний музей Кореї :

<https://english.visitkorea.or.kr/svc/main/index.do>

Музей історії Сеула : <https://english.visitseoul.net/index>

Меморіал Корейської війни в Сеулі :

<https://www.warmemo.or.kr/Eng/index>

Корейський культурний центр в Україні : <http://koreancenter.org.ua>

Корейський освітній центр в Україні : <http://www.uakoreaedu.org/ua/index>

Посольство Республіки Корея в Україні : <https://overseas.mofa.go.kr/ua-uk/index.do>

Посольство України в Республіці Корея : <https://korea.mfa.gov.ua>