

Literature Educational Approaches on the Death in Korean Classical Novels

Chung, So Yeon Ewha Womans University (Corresponding author)

Kang, Su Bin Ewha Womans University

- I. Introduction
- II. The Cause and Status of Death Relating Teenagers within Korean Classical Novels
- III. Death of Korean Classical Novels in the viewpoint of Classical Literature Education
- IV. Conclusion

I. Introduction

School education orients itself on teaching the necessary knowledge in living life to students. The parents, as well, invest endlessly for children's futures and help them to allow them to live better lives. However, it is a fact that an active searching isn't going on within the school education, yet, to think about preparing and teaching the topic of death, which, if we are human, nobody can avoid.

In reality, according to researches 정재걸 외 (2013: 544), students take interest in death at a relatively early period (grades 4~6 : 35%). What's more serious is that 22% of adolescents think about suicide after feeling the meaningless of life, but this might not be that strange with the reality of Korea's dishonorable ranking of #1 in suicide rate out of all OECD members. Also, according to adolescent statistics (통계청·여성가족부, 2014: 15), 8% of adolescents (ages 13~19) experienced suicidal impulses within the last year, resulting suicide as the top cause of death among the Korean adolescents.

Compared to this reality, it is a fact that educational approach to the topic of death within public education for students isn't active. In the past, it was possible to naturally learn death through the deaths of grandparents (Ens, C., 2005), but with the advent of nuclear family

society, and the worries of immediate university admission and employment, one of the most serious adolescent issue, which needs everyone's introspection, of death is being overlooked.

In case of foreign countries, researches on death in adolescence and death education have been made to continue (Warren, W. G., 1989; Wass, H., Miller, D., & Thornton G., 1990; 한국청소년정책연구원, 2002; 문영식, 2005), Germany, through one of its course of study, religion education, includes program for educating death, and there exist around 20 textbooks for middle/high school students, just about death (차미영, 2006: 353). However, Carl Becker (2004) proposed that it should be taught in combination with subjects, such as history, biology, and literature, instead of designating it as a separate course. In U.S., there is a facility for anguish education and counseling called, "The Dougy Center", in memory of Dougy Turno, who passed away at the age of 13 due to brain tumor, which spread throughout the country since its beginning (Alfons Deeken, 2008: 118).

However, in Korea, out of 411 adolescents, 88.6% of students replied that they never experienced receiving education on death (정재걸 외, 2013). Students who did receive its education received it from religious organizations, such as church, and this ratio reached 70%, which confirmed that most of death education relied on religion. Therefore, not only should death education rely solely on religion, but opportunities should be given through education environment through national public education.

Thus in this paper, with the assumption of observing the need for an educational approach for students through literature imagery of life, seeks to explore the meaning of death through classical novel education and its educational value. In relation to this, in preceding researches, especially in classical novels, interest about death isn't low (이현수·김수

중, 1991; 박영희, 1994; 박영호, 1996; 허순우, 2010; 이홍식, 2012), but educational approach is extremely lacking.

This can be organized into two researches: 1. Research of stereotyping of death with classical novel and deduction of its meaning and Korean's awareness on death, and 2. Research of educational value of death within modern literary works of language textbook. Whereas research on death within classical novel started out at an early period, the recent research materials seek out education measures with their focus on death within modern novel, which makes it difficult to find mutual and organic connections between them. Out of this, the most focused contents are as below.

이현수·김수중 (1991) conducted research by separating classical novel into 'death of karma cycle', 'death of eternal return', 'death of overcoming reality', and 'death of figurative death', and investigating their meanings. So it was analyzed that through classification of death like above, Koreans, while laying stress on the life of this world, used death as a symbol of a new start. This research, which started out with the realization that ignoring and avoiding death is the same as ignoring meaning and value of life, became a foundation in analysis of death's meaning through literary works, including classical novels.

김도희 (2010) stated that because language textbook contains a wide variety of contents, it can be utilized for educating death. Its educational use was discussed by analyzing works of middle school language textbook, the 7th education course, in categories of grade, genre, and topic and comparing their distribution. For education measures, letter writing, role playing, discussion, and will writing were referred. Although it's a research on death education with the foundation of utilizing language textbook, it's regretful that its going from simple work classification to detailed education measure wasn't organic.

김지현 (2010) examined death's educational values within modern novels of the 7th middle school language textbook by dividing them up into three big parts: 'Awareness and inner maturity towards death', 'Fundamental value exploration of life and awareness of life's preciousness', and 'Direction of human value through realization of 1970s' state of period'. As a guidance plan through formation of relation with the work and its characters while emotionally communicating with the main character and internalizing value, methods of letter writing, role playing, and discussion were proposed. Through this, establishment of proper values by the students themselves was anticipated, but the research's limitation can be pointed out with the fact that realistic verification is yet to be fulfilled.

Hence this paper will try to seek educational considerations to allow adolescents to think about life and death with the material of death within classical novels and grow into healthy members of the society. Most classical novels are biographical, which starts with the main character's birth and ends with his/her death, so this is why most of their title ends with '∼Jeon (傳)'. In other words, most works conclude with the main character's death as a process of life, since deaths within classical novels focus on main characters' lifetime, the whole process of birth and death. Therefore death education through classical novels, compared to modern novels or other prong of works, is easier for students to naturally encounter death as a process of life and focus on its meaning and sequential process.

This paper wants to sort out, out of numerous classical novels, works included within eleven 2012 revised literature textbooks to make them into research objects. This is because not only are the classical novels within textbooks acknowledged of their status within literary education as official biographies, but they are also acknowledged of their validity

through education contents of adolescent teachers. Among them, the classical novels noticed by this paper seeks to examine things that are closely related to the cause of suicide among adolescent students (하연희, 2000; 노상우·송영미, 2002; 지봉환, 2007).

In relation to this, according to adolescent statistics (National Statistical Office/Ministry of Gender Equality and Family, 2014: 15), causes of suicidal thought among the ages 13~19 appears to be 'Grade/admission problem (39.3%)', 'Economical difficulty (19.5%)', 'Domestic problem (10.5%)', and 'Loneliness (9.8%)'. The biggest cause, grade/admission problem, can be understood in connection with problem of status or achieving fame and prestige through state examination within classical novels. For the other three suicide causes, their accessibility is easy since they are almost intactly present within classical novels.

Thus excluding classical novels that don't reveal death in detail out of classical novels published as main materials within literature textbooks, circumstances where main character's death directly affected the work were focused to look for instances where they were related to causes of students' deaths. For this, it will be explored in detail in chapter II. In chapter III, we want to consider in earnest what educational meanings and values are included within the deaths of classical novels. Conclusion will be made in chapter IV.

II. The Cause and Aspect of Death Relating Teenagers within Korean Classical Novels

In this chapter, as a preceding chapter to chapter III, we'd like to

open up with appearance of novel that contain detailed scene of how classical novel's characters consider and worry about death, in a similar way as modern adolescent's cause of suicide. The role of this chapter is to seek how place of worry in relation to death for adolescent students appear within classical novel, and the point of contact between students and classical novel education. This not only has meaning in educational approach toward death, but it will also have relevance in classical novel education itself, with classical novel going beyond time and space to see how it can respond to contemporary request. Also, through the fact that popular classical novels in textbooks can meet up with students' modern worries, we can newly approach and find meaning of discovery through classical novels.

1. Overview of study objects

In classical novels, various aspects of death appears according to various reasons of the main character or surrounding characters. However, the object of discussion this paper is trying to concentrate on and consider will be from main character's resolution of suicide to the actual death. In case of similar stories among different works, works which were sorted to be included as the main material for literature textbook were selected. The examination of classical novels within literature textbooks, based on the 4 causes of adolescent suicide from the introduction: grade/admission problem, economical difficulty, domestic problem, and loneliness and solitude, is as below.

If these situations are displayed in a table by literature textbook publisher, it's as below.

Table 1. Aspect of classical novels by literature textbook publisher to be handled in this paper

publisher classical novel	지학사	상문연구사	천재교육	동아출판	창비	비상교과서	미래엔	좋은책신사고	천재교과서	해냄에듀	비상교육
Woon-Young Jeon		○						△	△		△
Jo-Woong Jeon											△
Sim-Chung Jeon				△						△	
Ok Dan Chun Jeon								△			
Jang Hwa Hong Ryun Jeon								△			
Sook Young Nang Ja Jeon								△			△
Li Saeng Gyu Jang Jeon	△			○	△	○		○	○	○	○

○ : main text included

△ : students activities and read more included

First, in relation to ‘grade/admission problem’, it can found in <Woon-Young Jeon>/<Jo-Woong Jeon>, where problem of status and achieving fame and prestige directly participates in the cause of death. Second, works where ‘economical difficulty’ is related with death are <Sim-Chung Jeon>/<Ok Dan Chun Jeon>, third, works where ‘domestic problem’ is related with death are <Jang-Hwa Hong-Ryun Jeon>/<Sook Young Nang Ja Jeon>, and lastly, works where ‘loneliness’ is related with death are <Li Saeng Gyu Jang Jeon>/<Ok Dan Chun Jeon>. Among them, depending on the first and second half of <Ok Dan Chun Jeon>, it can be closely related to both causes.

7 selected works were selected because four types of their main character’s consideration and cause of death were closely related to the four causes of adolescent students’ suicide. Actually, there are many cases where grade problem, domestic problem, economical difficulty, and loneliness appear as main topic within classical novel, but here we are

considering whether they directly cause death or give the opportunity for main character to deeply think about death, so they were limited within the appearances of relevant scenes or narrations. As an example, main male character of <Lee Saeng Gyu Jang Jeon> could be approached from the point of teenage adolescent who is worrying about the past admission problem, but it was classified as above because the more direct cause of his death is loneliness due to breakup.

<Woon-Young Jeon> was included in the list of works, because it had a meaning of resistance to social norms and regulations when the court maid chose death in a repressed circumstance because of her social status. This does not directly mirror suicide from university admissions however it is related to resistance to grown-ups and social norms, in current society's search of success.

<Jo-Woong Jeon> was selected because it had a high cultural-education potential regarding death as a mechanism for tragedy in a rite of passage. While the death of Jo Seungsang is not directly related to university admissions in anyway, the problem of success (achieving fame and prestige) becomes a motive to murder someone else, when the competition for a governmental position with Jo Woong's father is continued to his son's and Lee Doo Byoung's generation. We thought that this had a educational significance to students who suffer from overheated competition of the university admissions system.

As a result, although one on one correspondence of the causes of adolescent suicide isn't possible with similar scenes and stories shown through the main character within classical novels, which were acknowledged as official biographies of literature textbook, classical novel education is a great subject to be educationally accessed on the modern problems of adolescents, and furthermore, the issue of death

However, with deeper contemplation of detailed scenes and main

character's detailed cause, a more diverse aspect appears. Because the statistic result seen in the introduction bundles up cause of suicide based on keyword, individually more detailed reasons would need to be kept in mind. Here, as preparatory consideration, we will look over the detailed aspects for the 7 works above, as follows, according to the four causes of death.

2. Status and achieving fame and prestige

Similar to this, noblemen of Chosun Dynasty regarded achieving fame and prestige through past as the life's biggest task. Thus the problem of grade/admission with today's students can be interpreted from the perspective of the past to the problem of 'status and achieving fame and prestige'. Deaths related to this are <Woon-Young Jeon> and <Jo-Woong Jeon>. In each work, death of Woon-Young for violating regulations as a status of court lady, prime minister, Jo, who gets favored by the king, and death by Lee Doo Byoung's conspiracy, who envied his son, Jo-Woong, appear.

1) Status of court lady - <Woon-Young Jeon>

In <Woon-Young Jeon>, death of Woon-Young appears, where she falls in love with Kim jinsa (status) as a court lady. Woon-Young's death seems to be caused by difficulty in loving Kim jinsa due to status restriction, and sense of guilt for harming those around her for not obeying her status. In addition, suicidal death of Kim jinsa, who missed Woon-Young, and death of servant 'Teuk', who fell into a well, appear. Teuk's death begins with Kim jinsa's prayer to Buddha, and the notable part of it is that his death started out from the point of Kim jinsa's

suicide. Worrying over death that various characters with different status experience from writer's place can be an opportunity to think about death from various situations, such as grade and rank.

2) Privy councillor's jealousy - <Jo-Woong Jeon>

In <Jo-Woong Jeon>, Jo Seung Sang dies after drinking poison, due to jealousy of privy councillor, Lee Doo Byoung, and after that, a scene where his son Jo Woong and Jo Woong's mother face risks of death from Lee Doo Byoung. As it is death by jealousy of others, it can be connected with the situation of students thinking of death due to fierce grade competition. Meanwhile, triumphant Lee Doo Byoung takes the throne to become an emperor, but after losing a battle, his limbs are separated and exposed to the public on the main road by Jo Woong. Above this, Jang So Juh's death, who promised to share her future with Jo Woong, and her revival appear in the work.

3. Economical difficulty

<Sim-Chung Jeon> and <Ok Dan Chun Jeon> have their cause of death as economical difficulty, but the motivation behind their choice differs completely, so it's meaningful in this sense. The difference of sacrificial death to save one's family and the conflict of choosing death out of shame and humiliation is shown. More details are as below.

1) Utmost filial love - <Sim-Chung Jeon>

In <Sim-Chung Jeon>, Sim Hak Gyu and Sim Chung, who are facing economical difficulty, appear. Sim Chung, who has utmost filial love

toward her father, falls into In-Dang sea to arrange 300 seom of rice offering to Buddha instead of her father, who was worried because of his hasty promise with the chief monk. At this time, the Dragon King, who was touched by Sim Chung's filial love, prevents her death and revives her, who then becomes a queen.

2) Extreme despair - <Ok Dan Chun Jeon>

In <Ok Dan Chun Jeon>, Hyul Yong, who's going to Pyongyang to ask for financial help from his old friend, Jin Hee, appears. He was so poor that even arranging the transportation money to Pyongyang was difficult, and with his shabby appearance, he gets denied by the gatekeeper, even before having the chance to meet her. For this, a scene where he decides, multiple times, to die appears.

4. Domestic problem

Within the works handled, <Jang Hwa Hong Ryun Jeon>/<Sook Young Nang Ja Jeon>, the relationships which caused death or thoughts of death are first and second wives, stepmother and former wife's children, and parents-in-law and daughter-in-law. There are instances where domestic problem directly caused death and instances where it caused murder. The following shows aspects according to detailed cause.

1) Jealousy and plot - <Jang Hwa Hong Ryun Jeon>

In <Jang Hwa Hong Ryun Jeon>, Jang Hwa and Hong Ryun appear, who ends up dead due to jealousy and envy from their stepmother. During her accompaniment by her stepmother and her son, Jang Swe,

Jang Hwa gets pressured to die by falling into a pond, and she gets an underserving death. Hong Ryun, while reminiscing her older sister, Jang Hwa, throws herself into the very pond where her sister died. After the sisters' death, sequential deaths of local governors, who get appointed to Chulsan-eup, occur. Then a person named, Jeon Dong Ho, meets up with the spirits of Jang Hwa and Hong Ryun to liberate them from their undeserving story and gruesomely executes the stepmother and Jang Swe.

2) Misunderstanding and false accusation - <Sook Young Nang Ja Jeon>

In <Sook Young Nang Ja Jeon>, Sook Young, who gets falsely accused because of father-in-law's misunderstanding and servant Mae Wol's jealousy, appears. Although misunderstanding gets resolved due to mysterious happening of jade hairpin getting stuck in stone steps of the house, Sook Young suicides because of humiliation for being falsely accused. However, a strange thing happens where Sook Young's body doesn't rot and doesn't move. Afterward, servant Mae Wol's setup is revealed by her husband, Sun Gun, and he gets killed. Resolved of her grudge, Sook Young revives back to her original self and ascends into heaven after living until 80 years old with her husband, Sun Gun.

5. Loneliness

Loneliness might be accounted with the problem of human's fundamental solitude, but it's also commonly felt when one is faced with relational problem within a community where they form relationships and live cooperatively. It's much more intimate especially during puberty, when peer relationships are very sensitive and loneliness becomes

motivation for suicide. For the classical novels handles within this area, <Li Saeng Gyu Jang Jeon>/<Ok Dan Chun Jeon>, loneliness can be divided into two classifications: breakup of a couple and parting of friends. Detailed exploration is as below.

1) Problem of affection - <Li Saeng Gyu Jang Jeon>

In <Li Saeng Gyu Jang Jeon>, death of Mrs. Choi, who gets hacked by a thief, and death of Li Saeng, who loses the fight against the sadness of losing Mrs. Choi, appear. After meeting with Mrs. Choi's spirit, Li Saeng does not manage his life well, and is portrayed with death or in a similar state. Through this part, deep discernment of the author can be felt on the subject of human's finitude due to inevitable death. Li Saeng and Mrs. Choi's love, which repeats three meetings and partings, shines brighter after his death and is remembered as a beautiful romance novel even by the later generations.

2) Fraternal problem - <Ok Dan Chun Jeon>

In the first half of <Ok Dan Chun Jeon>, Hyul Ryong is the main focus, who decides to die due to economical difficulty, whereas in the second half, a portrayal of Hyul Ryong, who is on the brink of death by Jin Hee, appears. On a big feast day, Hyul Ryong meets Jin Hee, but Jin Hee couldn't care less of Hyul Ryong's shabby appearance and orders that he be thrown to his death into a river. Hyul Ryong avoids death with the help from Ok Dan Chun and advances into the position of secret royal inspector. To fulfill his duty, he comes back to Pyongyang, where he again faces death with Ok Dan Chun, but proficiently handles the duty of secret royal inspector. Hyul Ryong tries to save Jin Hee but

she gets hit by a lightening and dies.

Until now we looked over the detailed aspects for the 7 works above, as follows, according to the four causes of death. That causes of teenager suicides are similar to novels is not the main point, and we wish to continue the discussion by focusing on educational approaches such as learning the problem of death, the related thought processes, indirect experience of the results of choice, overcoming feeling of loss, learning to solve problems and more.

III. Death of Korean Classical Novels in the viewpoint of Classical Literature Education

In chapter III, we seek to explore in detail about the educational meaning of death within classical novel, based on the opening result of causes of death and detailed aspects within classical novel, which we have examined up until now. In chapter II, it was classified into causes that grant opportunity to death, but here, we wish to develop discussion with the focus on educational meaning and value.

1. Acquisition of various problem solving methods

In <Woon-Young Jeon> and <Jo-Woong Jeon>, problem solving methods that is contrary to the portrayals of characters who all acted out differently based on their status can be examined. Woon Young, who appears in <Woon-Young Jeon>, had the status of court lady, the highest position which a female could acquire, excluding the royalties and nobles. With the teachings of singing and dancing and calligraphy

from prince Ahn Pyong, and living in a detached palace, Woon Young was living the life any women would envy at the time.

However, because of her status, her love with Kim jinsa gets discouraged, when she sees that other court ladies are getting investigated because of her, she decides to suicide due to her sense of guilt. Her choice contributes to the tragedy of the work, while making the readers think that her death wasn't as vain as it appeared. Woon Young, who appeared in Yoo Young's dream, appears with the love of her life, Kim jinsa. The connection between the two, which wasn't complete in real life, finally became complete only after their deaths. So Woon Young, who didn't act in accordance with her position and status, was able to finally gain the love she always have wanted by selecting death.

Lee Doo Byoung of <Jo-Woong Jeon> is a character that stands from the perspective of a retainer who assists the emperor. However, in order to advance to a higher office position, he considered retainer Jo Seung Sang, who emperor valued, as a nuisance. Eventually Lee Doo Byoung set him up to drink poison and as Jo Seung Sang's son, Jo Woong, also got loved by the emperor, he planned to kill both him and his mother. Lee Doo Byoung did not set goals of achieving fame and prestige in gaining his ability and academic knowledge, but instead wished to solve it by envying and eliminating others.

On the contrary, Woon Young in <Woon-Young Jeon> overcame the situation where other's might get harmed and chose her death as a disposition for breaking the rules. Like this, different choices of Lee Doo Byoung and Woon Young provide indirect experiences about what kind of results can be brought in by actions according to one's situations and values. Situations of Woon Young, who achieved her love after death, and Lee Doo Byoung, who eventually gets executed for his

own evil deeds, show us clues as to what kind of methods we are to use in facing and resolving life problems in order to head into the right direction.

The two character's actions both led to death. Lee Doo Byoung seemed to gain everything for killing others, but eventually met with his destruction, and Woon Young chose her own death to take responsibility for her actions, and was then able to achieve a happy ending through death.

2. Experience of rite of passage ordeal

Deaths of <Sim-Chung Jeon> and <Ok Dan Chun Jeon> means rite of passage ordeal for both Sim Chung and Hyul Ryong. Sim Chung of <Sim-Chung Jeon> is a character who gets sacrificed to In-Dang sea. Since her father can't provide the 300 seom of rice as promised due to their financial difficulty, the household's only daughter, Sim Chung, sacrifices herself for the opening of her father's eyes. Sim Chung does not complain over their situation, and instead chose her own death for her worrying father. Like this, Sim Chung faces death for her filial love toward father. However, this filial love of Sim Chung impresses the heaven and eventually floats to the surface of In-Dang sea inside a lotus and becomes a queen.

In the end, Sim Chung's father opens her eyes with his reunion with Sim Chung, and like this, Sim Chung's death acted out as an opportunity for Sim Chung and her father to live a happy life. Sim Chung, who faced an inevitable hardship, took it calmly and overcame it, and after becoming a queen, she was able to overcome economical difficulty and open the eyes of her father.

Hyul Ryong of <Ok Dan Chun Jeon> appears lamenting over his

shabby appearance after looking at the clothes provided by his family. With Jin Hee's complete transformation of economical position overnight, once best friends, Hyul Ryong was more daunted. Moreover, after arriving with difficulty in Pyongyang, he doesn't even get the chance to meet Jin Hee, due to his shabby appearance, and even gets ignored by the gatekeeper, which lowers his self-esteem more and more.

Hyul Ryong, who decides multiple times to throw himself into Daedong river, renews his mind again and again by thinking of his mother and wife. While blaming his destiny, with the world, which casts him away, and the unfortunate fate, the thought of his family, who is eagerly counting on him to bring good news, makes him not let go of his life.

Overall, Sim Chung's death in <Sim-Chung Jeon> is granting her a new life. Sim Chung, through the place of In-Dang sea where she only thought of it as her place of death, granted her a new life and became a queen. Death in <Ok Dan Chun Jeon> acted out as a driving force of life that allowed him to go find Jin Hee one last time for his family, go through hardship, and eventually become a secret royal inspector. Their death was an ordeal which had to be experienced for their happiness, and after overcoming it, they became more improved and developed.

Therefore death, for them, was nutritious for their growth and unavoidable ordeal. Even though students' thought on death might be extremely tragic and hopeless, through the education of these classical novels, times of reflecting upon death ,instead of selecting suicide, can illuminate value and find meaning in how these are just ordeals while granting them new life and meaning at the same time.

3. Awareness of restoration and value of resistance

Jang Hwa and Hong Ryun sisters of <Jang Hwa Hong Ryun Jeon> and Sook Young of <Sook Young Nang Ja Jeon> are active. Jang Hwa and Hong Ryun of <Jang Hwa Hong Ryun Jeon> visits the county magistrate as spirits to notify of their unfair death. Although many magistrates who got appointed to Chulsan-eup are killed due to the sisters' spirit, in the end, their resistance accomplishes a happy ending. However, Jang Hwa does not actively resist and the time of death to Jang Swe, and her sister Hong Ryun also decides to die at the same place as Jang Hwa with a heart full of sadness. Nevertheless, they become spirits and try their best to investigate their unfair death, and shows their stronger self after death.

Sook Young of <Sook Young Nang Ja Jeon> prays to the heaven to resists against her false accusation and a mysterious happening of jade hairpin getting stuck in stone steps occurs. Because of this, even after clearing herself of false accusation, she decides to suicide in humiliation. Also immobile body of Sook Young foreshadows settlement of unsolved resentment and revival of Sook Young. Like this, Sook Young is seen actively resisting against the unfairness after death.

The women of three works either passively or actively demonstrate the resistance will against their unfair treatment. If they only agreed and suffered to the surrounding jealousy and slander, there wouldn't have been a happy ending. They showed justice and good conquering evil with the assembly of faith in trueness to themselves and heart of wanting others to notice. This provides the value of actively playing the role in resisting violence by notifying the others, instead of staying silent and suffering by the surrounding violence.

4. Sorrow regulation and functions of school violence protector

Lee Saeng of <Lee Saeng Gyu Jang Jeon> eventually dies after a couple of days, after deeply longing for Choi, who came back as a spirit and went back to the afterlife. Lee Saeng cannot regulate his sorrow for his loved one, and seems to be unable to function normally in his life.

Relating this problem, we can find contrary character, Ju Saeng of <Ju-Saeng Jeon>. Ju Saeng gets the opportunity to look back on himself and his life after the death of lady Bae Do. In the end, he lives a life of resignation, where everything depends on destiny, and he realizes that the one true love of his life was Sun Hwa. Like this, Ju Saeng, instead of simply falling into sorrow after the death of his loved one, he gets to have time to further mature internally. Afterward, Ju Saeng reunites with his love, Sun Hwa, but due to timely situation, they part again.

From these two works, we find out how important it is to regulate sorrow after breakup and loss. Even if the relationship was with the love of your life, the life afterward all depends on how one overcomes and regulates that death. Lee Saeng's death emphasizes the tragic aspect of the work, and acts in bringing out the love between Lee Saeng and Mrs. Choi. But in the end, death is the only thing left for them, eventually. Although Ju Saeng separates from his love, Sun Hwa, he finds enlightenment about life and enters the path of self maturity.

In the second half of <Ok Dan Chun Jeon>, the character we ought to focus on is, as the title suggests, Ok Dan Chun. Ok Dan Chun is a character who looks over both Hyul Ryong and Jin Hee, and this can be understood by contrasting it with school violence situation. Relatively, from the view where Jin Hee, who stands superior, commits

indiscriminate violence toward Hyul Ryong, Ok Dan Chun pities Hyul Ryong and actively helps him. Ok Dan Chun endlessly provides support by believing in Hyul Ryong's possibility, only after their first meeting.

Like this, Ok Dan Chun acts as an active protector who protects victim from school violence and stops violent situation. From the perspective of active protector, Ok Dan Chun saves Hyul Ryong from the brink of death and helps him in overcoming his crisis. With Ok Dan Chun's help, Hyul Ryong joins the ranks of success and makes allowance for Jin Hee, who once exerted violence toward him, but in the end, Jin Hee gets hit by a lightening and faces death under the judgement of heaven.

From this, we should together shine a light to how the actions of characters can be understood in the overall context of the novel, naturally brought out by activities of the students. Examples of student activities could be as follows.

Student activity 1: In <Ok Dan Chun Jeon> and <Woon— Young Jeon>, Ok Dan Chun and court maids are watching a person face death because of a figure of power. Let's look for a similar situation or an applicable situation where this kind of situation can be seen in a current school community.

Student activity 2: Summarize the reactions of Ok Dan Chun and court maids after they see a person die because of a figure of power, and write down my style of reaction and what I might do in the school community situation in activity 1.

IV. Conclusion

This paper approached and explored traditionally forbidden topic of

death from the perspective of classical novel education. In chapter II, we observed that not only were deaths within classical novels, included in verified textbooks as official literature by literary education, common, but there were also many narrations and scenes which were directly connected to the causes of today's adolescent teen's suicides. In chapter III, kinds of educational meaning and value that scenes of deaths seen above and contemplation process of main characters can provide were discussed

Adolescent students experience a lot of worries and crisis until their adulthood. Amidst of this, this paper began from the crisis awareness of today's teens facing death due to various reasons, and sought to explore methods in helping them deal with death educationally, and what literature education can do for the students, especially based on narration of classical novel that passes through the start and the end of life. It is thought that literature education should be able to resolve currently faced modern problems, and not just remain as knowledge disengaged from life, and its educational usefulness and value were tried to proved through classical novel, which especially is thought to be temporally and spatially distant.

In this sense, examination result in chapter II has the significance of the fact that it examined the aspects of classical novel of whether it contained specific scenes or stories related to the problem of death faced by students. Other than the normal literary perspective of approaching topic or narration focused on character, incident, and background, with the fact that classical novel contains various scenes directly related to teenagers' problem, even if we approached a new academic goal related to death, we saw detailed instances where classical novel was useful. There's the significance that literary topics were proposed in detail through new perspective, in other words, with

the reillumination of classical novel in relation to education of teenagers' death.

Next, the contents of 'various problem solving methods', 'rite of passage ordeal', 'value of restoration and resistance', and 'sorrow regulation and school violence protector' in chapter III were significant in the sense that they allowed examination of what kind of educational values can classical novel offer in relation to death for the adolescent students. Especially by concentrating on the passages related to death in classical novel, students indirectly experienced real death without actually experiencing it. By facing their own problems and issues through classical novel, they get the opportunity to introspect about life and death and think about how to view and realize future confrontations with problems.

Through this, this paper either allows indirect experience of resolutions against various problems one might be facing and expands the view of awareness through process of rite of passage's growth for teenagers having difficulties to the point of death, and furthermore, it was seen that educational values did exist within how to indirectly experience restoration and resistance and think internally to adjust and resolve by themselves.

Today's teenagers get influenced the biggest by the mass media in witnessing other's deaths. But the deaths within mass media don't necessarily affect them positively. In reality, various types of deaths, such as unfiltered murder report on news, group terror, and murders committed against the villain by the main character of a movie, have large chance in making teenagers form distorted values of death.

Children who didn't learn awareness of death and life respect receive mass media information uncritically. By looking at Werther effect, where deaths of many people are followed by death of celebrity, it's easy to

know the absolute requirement for understanding and education of death, even if they are young teenagers. Therefore through future classical novel education, it'll be meaningful to provide opportunity for the adolescent students to think about proper awareness and value of death

Also recently, there are frequent breakup violences between couples after breakup, and because of rise in its violence level, murders are getting easier to be seen. This can be seen as violence caused by easily shaken and uncontrollable emotion after breakup. In the light of this, it is judged that death is a situation where extreme sorrow and sense of loss can be felt during breakup.

Breakup due to death caused in a state of no preparation and training will bring deep despair to teenagers. As for this, it'll be required for them to learn about methods to regulate and overcome various emotions felt by death, in an expansive direction through school education. Even in this case, as with this paper, it can be anticipated that students will be able to persevere through classical novel by finding evidence for self-criticism through inspection of self-awareness and changing attitude and awareness about life.

This report is meaningful in achieving literature education through topic of death.

First, it is an important part of literature education to see how death is portrayed in literature works. This is because it is educational as it discusses 'literature and life', and shows the meaning of life in a more acute angle, with serious considerations on death and its process.

Moreover because serious problems of individual and interrelationships in a community is a important fundamental factor for death, it can be considered important in literature education when learning about 'literature and community'. Death acts as an important event in the flow of the story because it is a serious situation. Therefore it is meaningful

in understanding plot, structure and subject of the work, and more so when understanding the world view of the author.

Thirdly, by reading about death in classic literature students have a chance to confirm their individuality and structure of their perspective on life.

However for its application in an educational environment, a more materialized method has to be found. Based on this, materialization of process to draw awareness change in students will be needed. It is necessary teaching and learning method, such as students having time to look over how their satisfaction and awareness are, or activity where students can become the main character after reading a classical novel to consider and configure the variety of choices within the novel's situation.

Moreover by essays, interviews and surveys it is necessary to understand the level of understanding and appreciation of students in the real educational field. While only short examples of student activity are suggested in this report, if you review the level of achievement of students in the real education field, the validity of this discussion will increase. For this, we will leave it as a future task.

Submitted:	2015.10.28.
First revision received:	2015.12.02.
Accepted:	2015.12.02.

REFERENCES

- 권영민 외(2013), 『문학』, (주)지학사.
- 김대용 외(2013), 『문학』, 상문연구사.
- 김윤식 외(2013), 『문학』, 천재교육.
- 김창원 외(2013), 『문학』, 동아출판.
- 박종호 외(2013), 『문학』, 창비.
- 우한용 외(2013), 『문학』, 비상교과서.
- 윤여탁 외(2013), 『문학』, (주)미래엔.
- 이승원 외(2013), 『문학』, 좋은책신사고.
- 정재찬 외(2013), 『문학』, 천재교과서.
- 조정래 외(2013), 『문학』, 해냄에듀.
- 한철우 외(2013), 『문학』, 비상교육.
- Becker, Carl (2004). Death Education and Religion in Schools and Modern Society, *Korean journal of religious education*, 19, 3-22, 김재영 역(2004), 「현대문화와 학교 안의 죽음교육과 종교」, 『종교교육학연구』 19, 한국종교교육학회, 23-38.
- Deeken, Alfons (2001). 전성근 역(2008), 『인문학으로서의 죽음교육』, 인간사랑.
- Ens, C. (2005). Death anxiety and personal growth in adolescents experiencing the death of a grandparent, *Death Studies*, 29(2), 171-178.
- Warren, W. G. (1989). *Death Education and Research: Critical Perspectives*. New York: Haworth Press.
- Wass, H., Miller, D., Thornton G. (1990). Death education and grief/suicide intervention in the public schools, *Death studies*, 14, 253-268.
- 교육부·보건복지부·질병관리본부(2014), 『제10차(2014년) 청소년 건강 행태 온라인 조사 통계』, 교육부·보건복지부·질병관리본부.
- 김도희(2010), 「국어 교과서를 활용한 죽음교육: 죽음 모티프 분석을 통한 교육 방법 모색을 중심으로」, 『국어교육연구』 46, 국어교육학회, 1-30.
- 김지현(2010), 「중학교 국어 교과서에 나타난 죽음의 교육적 가치와 지도방안 연구」, 단국대학교 석사학위 논문.
- 노상우·송영미(2002), 「청소년 자살충동의 요인 분석」, 『교육논총』 22, 전북대학교,

67-90.

- 문영석(2005), 「해외 죽음학(Thanatology)의 동향과 전망」, 『종교연구』 39, 한국종교학회, 293-313.
- 박영호(1996), 「고전소설을 통해 본 한국인의 죽음 의식」, 『문학한글』 10, 한글학회, 5-30.
- 박영희(1994), 「고전소설에 나타난 죽음의식」, 『이화어문논집』 13, 이화여자대학교 이화어문학회, 387-404.
- 이현수·김수중(1991), 「韓國 古典小說에 나타난 죽음의 研究」, 『인문과학연구』 13, 조선대학교 인문학연구, 1-22.
- 이흥식(2012), 「죽음의 문학적 전통과 유서」, 『고전문학과 교육』 23, 한국고전문학교육학회, 267-299.
- 정재걸·이현지·이승연·백진호(2013), 「청소년 죽음교육을 위한 예비적 고찰: 중·고등 학생의 죽음관을 중심으로」, 『중등교육연구』 61(3), 경북대학교 중등교육연구소, 537-562.
- 지봉환(2007), 「청소년의 죽음의식 연구」, 『도덕윤리과교육』 25, 한국도덕윤리과교육학회, 203-228.
- 차미영(2006), 『(웰다잉을 위한) 죽음의 이해』, 상상커뮤니케이션.
- 통계청·여성가족부(2014), 『2014 청소년 통계』, 통계청·여성가족부.
- 하연희(2000), 「중학생의 자살생각 실태에 관한 연구」, 이화여자대학교 석사학위논문.
- 한국청소년정책연구원(2002), 『청소년 자살의 원인 및 예방정책에 관한 국제비교 연구』, 한국청소년정책연구원.
- 허순우(2010), 「죽문 번역본 <설공찬전>에 반영된 사생관 고찰」, 『한국고전연구』 21, 한국고전연구학회, 273-300.

ABSTRACT

Literature Educational Approaches on the Death in Korean Classical Novels

Chung, So Yeon & Kang, Su Bin

School education has focused on teaching the necessary knowledge for the life of the learner. Parents also generously invest in the future of children and giving help to live a better life. But we do not consider teaching or preparing for death, if human beings can not avoid anyone. Therefore education in schools should be perform a delivery of knowledge and console a person in grief to heal the wounds of their heart.

Recent Studies made in connection with death are focused on death of modern writers, modern works and modern literature in textbooks. Bringing the death in Korean classical novel as a part of school education did not receive much attention in the meantime academia. In this paper, we have a critical mind to the study biased to the death of the modern novels. so the youth living in the present to break down the boundaries of time and space are contemplated about the ways to learn positive values through sense of classical novels and classical novels in death.

So we looked over the detailed aspects for the 7 classical novels relating the four causes of adolescent's suicidal thought, grade/admission problem, economical difficulty, domestic problem, and loneliness. That causes of teenager suicides are similar to novels is not the main point, and we wish to continue the discussion by focusing on educational approaches such as learning the problem of death, the

related thought processes, indirect experience of the results of choice, overcoming feeling of loss, learning to solve problems and more.

KEYWORDS Korean classical novels, death, educational value of death, teenagers learner, adolescent's suicide