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The International Society of Korean Applied Linguistics

국제한국어응용언어학회

제 17 회 국제한국어응용언어학회 국제학술대회(튀르키예)

초연결사회에서 응용언어학과 번역의 과제



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장소 튀르키예 에르지예스대학교 문과대학

주최 국제한국어응용언어학회
튀르키예 에르지예스대학교 한국어문학과
성균관대학교 국어국문학과 4 단계 BK21 교육연구단
연세대학교 국어국문학과 4 단계 BK21 교육연구단
호남대학교 인문사회과학연구소

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개회사

국제한국어응용언어학회 회장 강 현 화



국제한국어응용언어학회 2025년 제17회 국제학술대회에 참석하신 여러분을 진심으로 환영합니다. 동서양의 문화가 교차하는 이곳 튀르키예에서 ‘초연결사회에서 응용언어학과 번역의 과제’라는 주제로 깊이 있는 학문적 담론의 장을 열 수 있어 매우 뜻깊게 생각합니다. 이번 주제는 소위 인공지능과 빅데이터 등 디지털 기술을 통해 실시간으로 연결되는 초연결사회를 살아가는 현시점에 응용언어학과 번역 분야에서 고찰할 필요가 있는 다양한 쟁점들을 다루고, 이에 대하여 지식, 기술, 태도 면에서의 방향성을 모색하기 위해 준비되었습니다.

어느덧 국제한국어응용언어학회가 17번째의 국제학술대회를 열게 됨을 진심으로 기쁘게 생각합니다. ‘한국어 연구’와 ‘응용언어학’이라는 연결고리로 매해 전 세계의 다양한 학자들과 꾸준한 교류를 이어올 수 있었던 것은 학회를 창설하고 발전에 기여하신 선배 학자들의 도움이 기반이 되었다고 생각합니다. 이 자리를 빌려 선임 회장단의 노고에 깊이 감사드립니다.

이번 학술대회에서 에르지예스 대학 껍셀 교수님께서서는 학회 장소를 기꺼이 제공해주셨고, 기조 강연도 맡아주셨습니다. 학회 준비로 매우 분주하셨을 것을 생각하면 감사하고 죄송할 따름입니다. 그밖에도 이번 학술대회에는 한국어학과 한국어교육, 통번역, 대조 연구 등 여러 한국어응용언어학 분야의 발표가 18개의 세션으로 풍성하게 준비되어 있어 깊이 있는 토론이 이루어지리라 기대를 합니다. 특히 튀르키예 에르지예스 대학과 인근 지역의 연구자분들이 적극적으로 참여해 주셔서, 학회의 주제와 관련하여 다양한 지역의 목소리를 듣고 나누고 소통할 수 있게 되어 기쁩니다.

학술대회의 준비를 위해 자리를 마련해 주시고 힘을 모아 주신 에르지예스 대학 한국 어문학과 픽셀 교수님과 이길원 교수님, 현지의 많은 관계자 선생님들께 감사를 드립니다. 또한 학술대회를 개최하기까지 노고를 아끼지 않으신 김경호 부회장님, 이상혁 부회장님, 김정남 부회장님, 윤영 부회장님을 비롯한 준비위원회 위원님들, 좌장과 토론을 맡아 주신 선생님들께도 진심으로 감사드립니다.

그리고 이번 학술대회를 보다 조직적으로 준비할 수 있도록 함께해 주신 연세대학교 BK21 교육연구단과 성균관대학교 국어국문학과 BK21 교육연구단, 호남대학교 인문사회 과학연구소에도 깊이 감사드리며, 발표자료집 준비를 위해 힘을 보태어 주신 공애폭 출판사에도 감사드립니다. 관련 기관의 도움으로 어려운 국제학술대회의 운영을 보다 수월하게 진행할 수 있었습니다.

마지막으로 대회 준비를 위해 애쓰신 홍혜란 사무총장님과 김강희 편집위원장, 그리고 학회 준비에 수고를 아끼지 않은 튀르키예 현지 대학원생들과 연세대 대학원 박사과정생들에게도 감사의 인사를 전합니다. 그밖에 여러 도움의 손길들에도 진심으로 감사의 인사를 드립니다.

오늘 이 자리에서 나누어질 여러 학술적 고민과 성과들이 시간과 공간의 물리적 한계를 극복하고 초연결사회에 알맞은 소통과 교류의 결과로써 연결될 수 있기를 진심으로 기대합니다. 또한 이러한 학술대회의 시간을 통하여 우리 국제한국어응용언어학회가 초연결사회를 선도하는 학문 공동체로 거듭날 수 있기를 바라며, 이 자리에 참석해 주신 모든 선생님들의 앞날에 건강과 행복이 가득하시기를 기원합니다. 감사합니다.

2025년 06월 25일

국제한국어응용언어학회 회장 강 현 화

환영사

Rektör Prof. Dr. Fatih ALTUN



Sayın ISKAL Başkanı,

Çok değerli Akademisyenler ve Sevgili Öğrenciler

Erciyes Üniversitesi 19 Fakülte, 1 Yüksekokul, 1 Meslek Yüksekokulu, 37 Araştırma Merkezi ile eğitim-öğretim ve Ar-Ge faaliyetlerini sürdüren ülkemizin önemli Yükseköğretim kurumlarından biridir. TÜBİTAK ve TÜBA Bilim Ödüllerinde etkin bir şekilde yer alan Erciyes Üniversitesi, yaşanılabilir kampüsü ile GreenMetric sıralamasında üniversiteler arasında dünyada 85, Türkiye’ de 3. sırada yer alarak sürdürülebilirlik alanında

da ekosisteme önemli katkılar sunmaktadır.

Erciyes Üniversitesi, Dünyanın en saygın derecelendirme organizasyonlarından birisi olan Quacquarelli Symonds (QS) Dünya Üniversite Sıralaması, sürdürülebilirlik 2024 yılı sıralamasında ise Dünyada 711-720 aralığında yer alırken, ülkemizde ise 10. sırada, devlet üniversiteleri arasında ise 8. sırada yer almaktadır. Bünyesinde önemli Ar-Ge faaliyetlerinin yürütüldüğü Erciyes Teknopark’ ı barındıran Erciyes Üniversitesi, Tekno Geliştirme Bölgesi’ nde Ar-Ge çalışmalarının yanı sıra Ür-Ge çalışmalarında da önemli rol oynamaktadır.

44 Binin üzerinde öğrencisi 2 bin 200’ den fazla akademik personeli ile eğitim-öğretim faaliyetlerini sürdüren Erciyes Üniversitesi, Ar-Ge ve Ür-Ge faaliyetlerinin yanı sıra eğitim- öğretim faaliyetlerinde de ülkemizin önde gelen üniversitelerindendir. Tıptan, mühendisliğe, ziraate, güzel sanatlardan mimarlığa her alanda eğitim-öğretim faaliyetlerinin etkin ismi olan Erciyes Üniversitesi, sosyal bilimler alanında da lokomotif görevler üstlenmeye devam etmektedir. Üniversitemizin köklü fakültelerinden birisi olan Edebiyat Fakültemizde kuruluşundan bu yana sosyal bilimler alanında adından söz ettiren, uzman akademik personeli ile donanımlı mezunları her zaman tercih edilen ülkemizin önemli fakültelerinden birisi olmuştur.

Edebiyat Fakültemiz bünyesinde 1998 yılında kurulan Kore Dili ve Edebiyatı Anabilim Dalımız, yürüttüğü araştırmalar ve verdiği eğitim-öğretimle, değişime ve gelişime açık

bireyler yetiştirmeyi, görev edinmiş önemli bölümlerimizdendir. 2010–2011 eğitim–öğretim yılında Türkiye’ de ilk kez Kore Dili ve Edebiyatı alanında yüksek lisans programının açıldığı ve şuan 300’ e yakın lisans öğrencisinin eğitim gördüğü Kore Dili ve Edebiyatı Anabilim Dalımız, yılda ortalama 50 mezun vererek, Kore Kültürünün tanıtılması ve araştırılmasında önemli katkılar sunmaktadır. Yıllar öncesine dayanan Türkiye– Kore dostluk ilişkilerini perçinleyen ve Ülkemizdeki Kore çalışmalarının önemli yürütücülerinden olan Kore Dili ve Edebiyatı Anabilim Dalımız iki ülke arasındaki karşılıklı iş birliği ve dostluğunda adeta öncülerindendir.

Etkin araştırmalar yürüten değerli akademik personeli ile eğitim veren Kore Dili ve Edebiyatı Anabilim Dalımız dış ve iç paydaşları ile her zaman koordineli çalışmalar yürüterek gerek ulusal gerekse de uluslararası kongre, kolokyum, seminer ve çalıştaylar ile Kore Dili ve Edebiyatı alanındaki literatür çalışmalarında etkin rol oynamaktadır. Bu kapsamda Kore Uluslararası Uygulamalı Dilbilim Enstitüsü ile ortaklaşa düzenlenen “17. Uluslararası Kore Uygulamalı Dilbilim Konferansı” da hayli önem arz etmektedir. Erciyes Üniversitesi olarak 21 Ülke, 40 üniversiteden yaklaşık 80 akademisyenin katılacağı bu önemli etkinliğe ev sahipliği yapmaktan dolayı mutlu olduğumuzu belirtmek isterim.

Ben sözlerime son verirken etkinliğin düzenlenmesinde emeği geçen başta Edebiyat Fakültemiz Dekanlığına, Kore Dili ve Edebiyatı Anabilim Dalı akademik ve idari personeline ve katılımlarınızdan dolayı siz değerli davetlilerimize teşekkür ediyorum.

Rektör Prof. Dr. Fatih ALTUN

Erciyes Üniversitesi

존경하는 ISKAL 회장님,

친애하는 학자와 학생 여러분,

에르지예스대학교에 오신 것을 환영합니다!

에르지예스대학교는 19 개 단과대학, 1 개 전문대학, 1 개 직업학교, 37 개 연구 센터에서 교육 및 연구 활동을 이어가고 있는 튀르키예 명문 고등 교육 기관 중 하나입니다. TÜBİTAK(튀르키예 과학기술연구위원회) 및 TÜBA(튀르키예 과학 아카데미)에서 주최하는 중요한 대회 시상식에서 이름이 빠지지 않는 에르지예스대학교는 살기 좋은 캠퍼스로, *그린메트릭* (GreenMetric) 순위에서 세계에서 85 위를, 튀르키예 내 대학에서는 3 위를 차지하며 지속 가능한 생태계에도 크게 기여하고 있습니다.

에르지예스대학교는 공신력 있는 영국 고등교육 평가기관인 QS(Quacquarelli Symonds)가 발표한 세계대학 평가에서 세계 711~720 위권에 매겨져 있으며, ‘지속가능성 2024’ 순위에서는 튀르키예에서 10 위, 국립대학 중에서는 8 위를 하였습니다. 에르지예스대학교 산하기관인 에르지예스 테크노파크(Erciyes Teknopark)에서는 기술개발 연구뿐만 아니라 상품 개발에서도 중요한 역할을 하고 있습니다.

에르지예스대학교는 4 만 4 천여 명이 재학 중이며 약 2,200 명의 교직원들이 학생들에게 수준 높은 교육을 제공하기 위해 애쓰고 있습니다. 의대, 공대, 농대, 예술대에 이르기까지 다양한 분야에서 이름을 떨치고 있는 에르지예스 대학교는 사회과학 분야에서도 선도하고 있습니다. 우리 대학에서 전통 있는 단과대 중 하나인 문과대학은 사회과학 분야에서도 역시 명성을 떨쳐온 중요한 단과대이며, 전문성을 갖춘 교수진과 졸업생들이 선호하는 단과대입니다.

한국어문학과는 1998 년에 문과대학에 신설되어 변화와 발전에 열려 있는 인재를 양성하고 있는 중요한 학과 중 하나입니다. 2010-2011 학년도에 튀르키예 최초로 한국어문학 석사 학위 과정을 개설하였으며 현재 약 300 명의 학부생이 재학 중입니다. 한국어문학과는 매년 약 50 명의 졸업생을 배출하고 있으며 튀르키예 내 대학 기관에서 가장 큰 규모로 한국 문화를 활발히 알리고 한국학 진흥과 연구에 중요한 기여를 하고 있습니다. 또한 한국어문학과는 오래전부터 이어져 온 한-터 우호 관계를 시간이 지날수록 더욱 굳건히 다지고 있으며 튀르키예 내 한국학의 발전을 위해 멈추지 않고 끊임없이 도전하고 있습니다.

우수한 교수진들이 후학 양성을 위해 헌신의 교육을 제공하는 한국어문학과는 튀르키예 국내뿐만 아니라 한국에 있는 관계자들과 협력 연구를 수행하고 있으며, 국내외 학술대회, 워크숍 등을 통해 튀르키예 내 한국어문학 분야에서 활발한 임무를 수행하고 있습니다. 3 일간 국제한국어응용언어학회(ISKAL)와 공동으로 개최하는 ‘제 17 회 국제한국어응용언어학회(ISKAL) 국제 학술대회’도 매우 중요한 의미를 지니고 있습니다. 총 21 개국, 40 개 대학에서 80 여명의 학자들이 참가하는 이 중요한 행사를 개최하게 되어 매우 기쁘다는 말씀을 드리고 싶습니다.

축사를 마치면서, 행사 준비에 힘써주신 문과대학 학장님과 한국어문학과 교수진 및 여러 관계자분들, 그리고 이 자리에 참석해 주신 귀빈 여러분께 감사의 말씀을 전합니다.

에르지예스대학교 총장

파티 알툰

축사

주튀르키예공화국 대한민국대사 정연두

안녕하세요. 학회에 오신 모든 분들을 환영합니다.

저는 주튀르키예공화국 대한민국대사 정연두입니다.

한국과 튀르키예는 고대사적으로 고구려와 돌궐의 관계가 있었으며, 튀르키예의 6.25 전쟁 파병으로 이루어진 형제의 관계가 이후 정치, 경제 등 다방면에 있어서 발전해 오고 있습니다. 또한, 2002년 월드컵의 3,4위전 경기의 감동은 우리 모두의 기억에 생생하게 남아 있습니다. 양국은 2012년 전략적동반자 관계로 격상하였고, 2013년에는 FTA를 체결하였습니다. 또한, G20, OECD 및 MIKTA의 공동회원국으로서 국제무대에서도 긴밀히 협력해 오고 있습니다.



우리 대사관에서는 이처럼 역사적, 경제적, 정치적으로 매우 특별한 유대관계를 맺고 있고, 국민 상호간 우호적 감정이 매우 높은 한국과 튀르키예 양국 관계를 문화와 학문의 분야에서 역시 더욱 심화, 발전시켜 나갈 수 있도록 끊임없는 지원과 노력을 해 오고 있습니다. 그런 의미에서 한국어학, 한국학과 관련한 전세계 학자들이 모이는 이번 제17회 국제한국어응용언어학회를 튀르키예에서 개최하게 된 것이 아주 큰 의미를 지닌다고 생각합니다. 한국과 튀르키예는 앞으로도 호혜적으로 실질협력을 증대할 잠재력이 크고, 그간 에너지, 건설, 방산 등 경제 분야에서의 협력이 강조되어온 것과는 또 다른 차원에서 한류, 한국어학, 한국어 번역학 등 응용언어학 분야에서의 교류 및 성장이 기대되는 바가 큼니다.

특히 튀르키예에서는 2010년대부터 한국 드라마에 대한 관심이 꾸준히 증가해 오고 있는데, 이는 튀르키예와 한국이 전통적인 가족 가치관이나 공동체 의식, 효 사상 등 문화

적인 면에 있어서 유사성을 많이 가지고 있기 때문이기도 하다고 생각합니다. K-드라마, K-팝의 인기로 인하여 튀르키예 내 한국어 학습 수요가 급증하였고, 앙카라 대학교, 이스탄불 대학교는 물론 예르지에스대학 등 튀르키예의 여러 대학에서 한국어학과가 개설되어 활발히 운영 중에 있습니다.

초연결사회에서의 응용언어학과 번역의 과제라는 주제로 열리는 이번 제17회 국제한국어응용언어학회에서 한국어학 및 한국어교육학에 대한 뜨거운 논의 뿐만 아니라 튀르키예 내에서의 한국어교육 현황과 발전 방향에 대한 건설적인 논의들, 나아가 한국과 튀르키예 양국의 문화적 소통과 교류의 성장을 위한 진지한 응용언어학적 관점의 담론들이 교류될 수 있기를 기대합니다.

감사합니다.

2025. 6. 25.

주튀르키예공화국 대한민국대사 정연두

PROGRAM

■ Schedule of Announcement ■

2025. 6. 25. (Wednesday)	
TA Conference Hall, Erciyes University	
17:00 -17:30	Registration
17:30 -18:00	Opening Ceremony
	<p>▶ Chair: Hong Hyeran/Yonsei University(KOR)</p> <p>▶ Opening Speech Kang Hyounhwa / President, International Society of Korean Applied Linguistics(ISKAL), Yonsei University(KOR)</p> <p>▶ Welcoming speech Fatih ALTUN / President, Erciyes University(TUR)</p> <p>▶ Congratulatory message Jeong Yeondu / Ambassador of the Republic of Korea to the Republic of Türkiye</p>
	<p>▶ Mod.: Yun Young/ Honam University(KOR)</p> <p>▶ Keynote Speech Current Status of Korean Language Education and Korean Studies in Türkiye Göksel Türközü / Erciyes University(TUR)</p>
18:00 -19:00	
19:00 -21:00	Banquet

2025. 6. 26. (Thursday)			
	Linguistics	Literature and Culture, Translation and Interpretation	Applied Linguistics
	Session 1 (TA Conference Hall)	Session 2 (B25)	Session 3 (B26)
	Chair: Chang Sowon Seoul National University(KOR)	Chair: Jo Charmhun Southwest University(CHN)	Chair: Kang Hyounhwa Yonsei University(KOR)

09:30 -09:50	<p>▶ The syntactic status of ‘-key ha-’ constructions in Korean</p> <p>Lim Donghoon Ewha Womans University(KOR)</p>	<p>▶ Evolution of Korean Typography Reflected in Hangeul Letters of Joseon Royal Family</p> <p>Lee SangHyeok · Ryu Hyungk Hansung University(KOR) · Tsukuba University(JPN)</p>	<p>▶ Quick Response Korean Proficiency Test : A Focus on Korean Learners at Turkuye Erciyes University</p> <p>Kim Hyonju · Park Kyohee · Lee Gilwon Hanbat National University(KOR) · Temple University Japan Campus(JPN) · Erciyes University(TUR)</p>
09:50 -10:10	<p>▶ A Cultural and historical-linguistic Study on Figurative Language in Korean</p> <p>Kim Hyeryoung · Doh Wonyoung Korea University(KOR)</p>	<p>▶ The reinterpretation Pattern and Meaning of <Dangun Myth>: Webtoon <Barojabneun Soonaeb> and the novel <Five Hundred Years of Fifteen></p> <p>Jo Leera Gacheon University(KOR)</p>	<p>▶ Korean Educational Clusters and their Distinctive Features</p> <p>Imamova Nilufar Asamutdinovna Tashkent State University of Oriental Studies(UZB)</p>
10:10 -10:30	<p>▶ ‘X-이/가 뭐야, Y-도 Z’ Construction in Korean</p> <p>Koh Heejune Yonsei University(KOR)</p>	<p>▶ The Cultural History of Women’s Books and Reading in the Joseon Dynasty</p> <p>Park Youngmin Korea University(KOR)</p>	<p>▶ Characteristics and approaches to Korean speaking education for Uzbek and Russian learners</p> <p>Yunusova Gulshoda Tashkent State University of Oriental Studies(UZB)</p>
10:30 -10:50	▶ Q & A and Discussion	▶ Q & A and Discussion	▶ Q & A and Discussion
10:50 -11:00	Break		
	Session 4 (TA Conference Hall)	Session 5 (B25)	Session 6 (B26)
	Chair: Yu Hyunkyung Yonsei University(KOR)	Chair: Lee Jung Hye Erciyes University(TUR)	Chair: Shin Moun Kyoung Richmond American University in London(UK)
11:00 -11:20	<p>▶ On the Patterns of Correspondence in Korean Affixes</p> <p>Noh Myunghee Sungkyunkwan University(KOR)</p>	<p>▶ Metaphor and double mapping in KSL</p> <p>Jo Charmhun Southwest University(CHN)</p>	<p>▶ A Study on the Analysis of Korean Vocabulary Education Patterns – A Comparative Study of Elementary Textbooks Based on Second Language Acquisition Theories</p> <p>Kim Youngju Daegu University(KOR)</p>

11:20 -11:40	<p>▶ A Study on National Names of Türkiye by Chinese Characters</p> <p>Kim Kyungho Mejiro University(JPN)</p>	<p>▶ Trot and Enka as Global Cultural Heritage:-Reinterpreting 20th-Century Korean and Japanese Popular Music through the Concept of “kayo” -</p> <p>Park Jinsu Gachon University(KOR)</p>	<p>▶ Analysis of Factors Affecting Chinese Vocabulary Proficiency</p> <p>Jin Hyeon Yeungnam University(KOR)</p>
11:40 -12:00	<p>▶ Utilizing the Hangeul Syllable Chart Through Comparison with the Japanese Gojūonzu</p> <p>Park Jin Wan Kyoto Sangyo University(JPN)</p>	<p>▶ The Reception and Transformation of K-Literature in Japan: Women’s Narratives, Han Kang, and BL Literature</p> <p>Lee Kahyun Gachon University(KOR)</p>	<p>▶ A Study on the Use of Chinese Character in Korean Language Education</p> <p>Choi Jaejoon Gachon University(KOR)</p>
12:00 -12:20	<p>▶ A Corpus-Based Comparative Study of the Korean Suffixes -in and -ja</p> <p>Cho Gyohyeon Sungkyunkwan University(KOR)</p>	<p>▶ 『Yesterday Was Spring』 : Literary Expression and Translation of Loneliness and Self-Exploration -</p> <p>Mehmet Ölcer Erciyes University(TUR)</p>	<p>▶ A Study on the Teaching Method of Sino-Korean Vocabulary- Using ‘Newspaper in Education’ and ‘e-NIE’</p> <p>Kim Wi Seon University of Naples “L’Orientale” (ITA)</p>
12:20- 12:40	▶ Q & A and Discussion	▶ Q & A and Discussion	▶ Q & A and Discussion
12:40 -14:00	Lunch Break		
	Session 7 (TA Conference Hall)	Session 8 (B25)	Session 9 (B26)
	Chair: Doh Wonyoung Korea University(KOR)	Chair: Lee Gilwon Erciyes University(TUR)	Chair: Choi Jaejoon Gacheon University(KOR)
14:00 -14:20	<p>▶ Translation errors and analysis examined in the translation text of <Chinese Culture and Chinese Literature Theory></p> <p>Lin Xianglan Gwangju Institute of Technology(CHN)</p>	<p>▶ A study on Korean language education for international learners aiming to reside in Korea for employment purposes</p> <p>Shim Hye Ryeong · Sommai PaiChai University(KOR) · Souphanouvong University(LAO)</p>	<p>▶ Korean Education and Hyper-Connected Society: Focusing on Trial and Error</p> <p>Dursun Essiz Erciyes University(TUR)</p>

14:20 -14:40	<p>▶ Developing Korean Interpretation and Translation App-based Textbooks-A Case Study of Medical Translation Materials</p> <p>Shin Yoonkyeong · Yoo SoYoung Gachon University(KOR) · Joongbu University(KOR)</p>	<p>▶ The Evolution and Future Directions of Korean Cultural Education Materials in the Digital Era</p> <p>Yun Young Honam University(KOR)</p>	<p>▶ Some Problems in Teaching Korean Subject Honorifics to Foreign Learners of Korean</p> <p>Park Seokjoon · Wang Hao PaiChai University(KOR) · Guangxi Normal University(CHN)</p>
14:40 -15:00	<p>▶ Translationality and non-translationality of disaster-The Story of the Disaster in Okinawa and the Layer of Translation between Korea and Japan</p> <p>Kim Hwaseon · Kim Hyangsuk PaiChai University(KOR) · Nihon University(JPN)</p>	<p>▶ Developing Textbooks on 'Korean Society and Culture' for Japanese Learners - Focusing on the manuscript of the current textbook <Korean Society and Culture</p> <p>Jeon Sohee Nihon Pharmaceutical University(JPN)</p>	<p>▶ Analysis of Errors in Korean Complex Sentences -Focusing on Uzbek Learners of Korean -</p> <p>Abbasova Dildura Tashkent State University of Oriental Studies(UZB)</p>
15:00 -15:20	<p>▶ Characteristics of Korean-Turkish Literary Translation -Focusing on Equivalence-</p> <p>Tayfun Kartav Erciyes University(TUR)</p>	<p>▶ A Study on the Education and Research of Korean Literature in Türkiye</p> <p>Hatice Koroğlu Türközü Erciyes University(TUR)</p>	<p>▶ A Study on Developing a Korean Language Textbook for Foreign Workers in the Shipbuilding Industry</p> <p>Kim Yumi · Kim Yoon Joo aSSIST University(KOR) · Hansung University(KOR)</p>
15:20 -15:40	▶ Q & A and Discussion	▶ Q & A and Discussion	▶ Q & A and Discussion
15:40 -16:00	Break		
	Session 10 (TA Conference Hall)	Session 11 (B25)	Session 12 (B26)
	Chair: Kim Youngju Daegu University(KOR)	Chair: Kim Kyungho Mejiro University(JPN)	Chair: Jeon Sohee Nihon Pharmaceutical University(JPN)
16:00- 16:20	<p>▶ Shifting from intent expressions to politeness markers - focusing on “-(으)실게요(eusilkkeyo)” and “-(으)실까요(eusilkkeyo)”</p> <p>Lee Keum-Hee Sungkyunkwan University(KOR)</p>	<p>▶ A Study on Sociocultural Identity Through Kinship Terms in Korean and Turkish</p> <p>Lee Jung Hye Erciyes University(TUR)</p>	<p>▶ A Study on the Usage Patterns of Causal Expressions by Korean Language Learners</p> <p>Hong Hyeran Yonsei University(KOR)</p>

16:20-16:40	<p>▶ A Study on the Chinese Translation Tendencies of the Discourse Marker 'Mwo' in Korean Novels</p> <p>Shen Lanji Pai Chai University(KOR)</p>	<p>▶ A Contrastive Study of Euphemisms for Death between Korean and Turkish</p> <p>Yang Soyoung Istanbul University(TUR)</p>	<p>▶ Creating AI Agents for Korean Language Learning: A Conversational Framework for UK University Implementation</p> <p>Shin Moun Kyoung Richmond American University London(UK)</p>
16:40-17:00	<p>▶ A Pragmatic Study of Expressions of Gratitude and Their Responses in Korean and Chinese</p> <p>Lee Mikyoung Daegu University(KOR)</p>	<p>▶ The Current State of Korean Language Education in Uzbekistan</p> <p>Abdieva Iroda Uzbekistan State World Languages University(UZB)</p>	<p>▶ Exploring Chinese Learners' Use of Korean Causative Expressions through Conceptual Transfer</p> <p>Guo Chang Sungkyunkwan University(KOR)</p>
17:00-17:20	<p>▶ A study on the pragmatic function of 'Gwaen-chanh-da'</p> <p>Lee Soo Bin Yonsei University(KOR)</p>	<p>▶ A Study on Intercultural Education Plans for Marriage Immigrants: Focusing on the Analysis of Educational Textbooks</p> <p>Kim Seunghwi · Juthamad Boonchoo Honam University(KOR) · Naresuan University(THA)</p>	
17:20-17:40	▶ Q & A and Discussion	▶ Q & A and Discussion	▶ Q & A and Discussion
18:30-20:30	Banquet		

2025. 6. 27. (Friday)			
The Current Status of Korean Language, Literature, and Culture Research and Education Around the World			
	the Asian region	East Asia, the Americas, and Oceania	the European region
	Session 13 (TA Conference Hall)	Session 14 (B25)	Session 15 (B26)
	Chair: Shen Lanji Pai Chai University(KOR)	Chair: Hong Hyeran Yonsei University(KOR)	Chair: Kim Yumi aSSIST University(KOR)

09:30 -09:40	<p>▶ Current Status and Future Directions for the Development of Localized Korean Textbook in Thailand</p> <p>Pautcharayar Palasudhi Burapha University(THA)</p>	<p>▶ Color expressions of red, blue, and yellow in Japan and Korea- Using adjectives and adjectival verbs as materials-</p> <p>Kim Taeho Konan University(JPN)</p>	<p>▶ Current Research on Korean Literature in Italy</p> <p>Irene Lustrissini Sapienza University of Roma(ITA)</p>
09:40 -09:50	<p>▶ Korean studies in Thailand - focusing on Thammasat University</p> <p>Kronnapha Boonphisudsilp Thammasat University(THA)</p>	<p>▶ The Translation Patterns of Semantic Features - Focusing on the Chinese Translation of Causative Exp</p> <p>Park Byung Sun National Chengchi University(TAIWAN)</p>	<p>▶ Hanja Education at the Ca' Foscari University of Venice</p> <p>Lee Hyojin Ca' Foscari University of Venice(ITA)</p>
09:50 -10:00	<p>▶ A Study on the Corresponding Expressions of the Chinese Particle '地' in Korean Based on a Chinese-Korean Parallel Corpus</p> <p>Li Wenhua Central China Normal Univ.(CHN)</p>	<p>▶ A Study on the Instruction of Pronunciation Rules in Non-Major Korean Courses in Japan - A Comparative Analysis of Textbooks Used in Major and Non-Major Programs-</p> <p>Hong Yonjung Osaka Metropolitan University(JPN)</p>	<p>▶ Teaching Korean Onomatopoeia and Idioms for Turkish Learners: A Comparative Study of Korean-Turkish Onomatopoeia and Idioms</p> <p>Candan K. Giray · Karacan Seherban Erciyes University(TUR) · İstanbul Medeniyet University(TUR)</p>
10:00 -10:10	<p>▶ A Study on Teaching Intonation of Korean Interrogatives for Advanced Chinese Learners Based on an Analysis of Intonation Errors in Korean Interrogative Sentences</p> <p>Li Shuang Chengdu University(CNA)</p>	<p>▶ Exploring the potential of DeepSeek as a teaching and learning tool for Korean language learners in China-Focusing on DeepSeek's Korean language proficiency assessment-</p> <p>Yoo Soyoung Nanjing University(CHN)</p>	<p>▶ Korean and Spanish translation strategies : -Analysis from Edward T. Hall's contextual model(high/low context culture) -</p> <p>Moon Eun Jin Complutense University(ESP)</p>
10:10 -10:20	<p>▶ Development of Interactive Storytelling Content for Beginner Chinese Learners of Korean</p> <p>Li Wenjuan King Sejong Institute in Kunming(CHN)</p>	<p>▶ An Analysis on Cultural Elements in North Korean Language Textbooks through Netminer</p> <p>Zhang Weiwei Sun Yat-sen University(CHN)</p>	<p>▶ Implementing AI Conversation Partners in Korean Speaking Education: A Case Study from the University of Manchester</p> <p>Park Narae University of Manchester(UK)</p>
10:20 -10:40	In-depth Discussion	In-depth Discussion	In-depth Discussion
10:40 -10:50	Break		
	Session 16 (TA Conference Hall)	Session 17 (B25)	Session 18 (B26)

	Chair: Lee Keum-Hee Sungkyunkwan University(KOR)	Chair: Yoo SoYoung Joongbu University(KOR)	Chair: Yun Young Honam University(KOR)
10:50 -11:00	<p>▶ Analysis of Korean Nasalization P ronunciation-Focusing on Indonesi an Learners-</p> <p>Achmad Rio Dessiar Gadjah Mada University(INA)</p>	<p>▶ A Review of Previous Studies on Vocabulary - Based Text Difficult y Measurement</p> <p>Yeo Euiju Claremont McKenna Colleges(USA)</p>	<p>▶ Current Status of Korean Studies in Spain-Focus on the Degree Pr ogram at the University of Malag a -</p> <p>Eo Da Eun Malaga University(ESP)</p>
11:00 -11:10	<p>▶ A Study on the Use of Korean L exical Collocations by Vietnamese Learners: Focusing on Self-Intro duction Essays of Intermediate Lea rners</p> <p>Nguyen Thi Thanh Thao HCMUSH University(VNM)</p>	<p>▶ The state of Korean language ed ucation at Vanderbilt University</p> <p>Jang Seok Bae Vanderbilt University(USA)</p>	<p>▶ The Current Status and Challeng es of Korean Language Education at King Sejong Institutes in Swed en</p> <p>Park Mihyun King Sejong Institute in Gothenburg(SWE)</p>
11:10 -11:20	<p>▶ A Study on Designing a Business Korean Curriculum for Korean La nguage Major Students at Univers ities in Vietnam</p> <p>Tran Minh Quy Ho Chi Minh City Open University(VNM)</p>	<p>▶ Report on the Current Status and Cases of Korean Language Profici ency Assessment and Evaluation - Focusing on Educational Institut ions in the Metropolitan DC Area, US.</p> <p>Yoo Bang Hei Sook George Mason University(USA)</p>	<p>▶ A Study on the Improvement of King Sejong Institute' s Speaking- Oriented Textbooks Focus on Inte nsive Speaking Courses for Egypti an Students</p> <p>Eun Hayeon Korean Cultural Center in Cairo(EGY)</p>
11:20 -11:30	<p>▶ Trends in Korean and Interdiscipli nary Education in Vietnam</p> <p>Pham Thi Thuy Linh Ho Chi Minh City University of Economics and Finance(VNM)</p>	<p>▶ Current Status of Korean Studies in Brazil: Academic Research, K orean Language Education, Korea n Literature</p> <p>Im Yun Jung University of Sao Paulo(BRA)</p>	<p>▶ Korean Language and Korean Stu dies' Current Situation and Impo rtance in Egypt -considering Egy pt' s role in MENA region-</p> <p>Ebtehal Essam Hussien Ain Shams University(EGY)</p>
11:30 -11:40	<p>▶ An Analysis of Apology Speech Acts by Intermediate Indonesian Learners of Korean through DCT - A Pragmatic Perspective on Social Aspects</p> <p>Asma Azizah · Selvi Elvi Seftiani Universitas Pendidikan Indonesia(IDN)</p>	<p>▶ Non-Linear Wage Returns to Kor ean Proficiency -A Language Eco nomics Perspective on Korean Pr oficiency and Wage Effects</p> <p>Baik Junghyun University of Auckland(NZL)</p>	<p>▶ The newspaper genre of editorial (<i>saseo</i>) in Korean press-Korean pragmatics of communication in the journalistic discourse-</p> <p>Kim Gwangseok Jagiellonian University(POL)</p>
11:40 -12:00	In-depth Discussion	In-depth Discussion	In-depth Discussion

12:00 -12:20	<p style="text-align: center;">Closing Ceremony & General meeting of ISKAL</p> <p style="text-align: center;">(TA Conference Hall)</p>
	<p style="text-align: right;">▶ Mod.: Hong Hyeran/Yonsei University(KOR)</p> <p>▶ Closing speech : Kang Hyounhwa / President, International Society of Korean Applied Linguistics(ISKAL)</p> <p>▶ General meeting of ISKAL</p>

KOREAN EDUCATIONAL CLUSTERS AND THEIR DISTINCTIVE FEATURES

한국어 교육적 클러스터의 특별한 자질

Imamova Nilufar Asamutdinovna(Tashkent State University of Oriental Studies)

이머모바 닐루파르(우즈베키스탄 타슈켄트 국립 동방대)

Abstract

This study aims to address issues related to the higher education system, the role of education in the national economy, and the factors ensuring its international competitiveness. This article examines educational clusters, their role and significance in improving the quality of higher education, as well as South Korea's achievements in this area, including prominent educational clusters and their unique characteristics. At the end of the article, suggestions and recommendations are provided on the potential application of South Korea's educational cluster experience in Uzbekistan.

Keywords: Cluster, educational ecosystem, educational cluster, higher education system, universities, Seoul education cluster, Daejeon science cluster, Busan maritime and engineering cluster, Gyeonggi-do startup and IT cluster, research institutes and innovation centers, industrial collaboration.

1.

Currently, issues related to the higher education system, the role of education in the national economy, and ensuring its international competitiveness are among the most pressing tasks. In the context of globalization and intense competition, improving the quality of education in higher education institutions, ensuring its competitiveness, and fostering internationalization have become increasingly challenging. These goals cannot be achieved solely through the isolated efforts of individual universities within the higher education system; instead, they require collective efforts and collaboration. Therefore, establishing educational ecosystems—namely, educational clusters—and leveraging the experience of developed countries in this regard are essential for effectively addressing these challenges.

Like other developed nations, the Republic of Korea has implemented a series of reforms in this area, achieving significant results. In Korea, an education cluster functions as an integrated ecosystem that brings together universities, research institutes, technology companies, and government organizations. It is a designated area or system designed to support scientific research, innovation, and economic development. The core features of these clusters include universities conducting fundamental and applied research while training highly qualified specialists; research institutes driving innovation and R&D for the advancement of science and technology; and industrial enterprises and startups commercializing R&D outcomes and producing innovative products. Additionally, both the public and private sectors play a crucial role by financing education and research and investing in infrastructure development.

The primary objective of establishing educational clusters in Korea is to foster innovation and technological development, apply scientific research to industry, create new job opportunities, contribute to economic growth, and promote international cooperation and academic exchange. These clusters serve as essential educational ecosystems that integrate science, technology, and business, acting as key drivers of economic and innovative progress.

Korean educational clusters play a vital role in enhancing the country's innovation-driven growth and global competitiveness. By strengthening collaboration between industry, research institutions, and educational establishments, these clusters are designed to produce highly skilled professionals and support the nation's long-term development.

2. Main educational clusters and their characteristics:

1. Seoul Education Cluster – established under the largest and leading universities Seoul National University, Korea University and Yonsei University, it is considered a cluster that makes a significant contribution to the development of Korean science and technology. This cluster is a leader in the fields of IT, engineering, artificial intelligence and entrepreneurship, and it closely cooperates with technological giants such as Samsung, LG, and Hyundai.

2. Daejeon Science Cluster (Daedeok Innopolis) – An educational cluster that is considered the scientific center of the country. The leading higher education institutions in this cluster are KAIST (Korea Advanced Institute of Science and Technology) and other research institutes. KAIST is a leading scientific and educational cluster specializing in the fields of biotechnology, astronautics, and artificial intelligence.

3. Busan Maritime and Engineering Cluster – A cluster formed by Pusan National University and several marine technology institutes. This cluster is considered a strong center for shipbuilding, port logistics, and marine engineering.

4. Gyeonggi-do Startup and IT Cluster – This cluster is home to Pangyo Techno Valley and research centers of companies such as Samsung and LG. This cluster has a developed startup ecosystem, which creates opportunities and conditions for innovative IT businesses.

The main characteristics of these clusters are that they are created on the basis of public-private partnerships, and the effectiveness of the clusters is ensured through government and business cooperation. They have a strong focus on innovative technologies, and IT, AI, biotechnology and engineering are their main areas of focus. Their advantage is global competitiveness, which creates opportunities for students to exchange knowledge and experience at an international level.

Korea's education clusters play a key role in transforming the country into a global hub for science and technology. For example, the Seoul Education Cluster, the number one in Korea, ranked 3rd in the Global Innovation Index's 2023 ranking of the world's 100 science and technology clusters, after Japan and China. The leading higher education institution in this education cluster is Seoul National University, and the applicant for the education cluster's products is Samsung Electronics. The number of scientific publications published in the Scopus database by this education cluster as a result of scientific research based on science and technology during the year was 133,604, as well as the number of patent applications filed for scientific research, was 63,447 .

The second largest educational cluster is Daedeok Innopolis – the largest scientific research and technological cluster in South Korea, located in the city of Daejeon. It is also called the “Silicon Valley” of South Korea and is the country's scientific and innovation center. The formation of this cluster began in 1973 when the Korean government decided to create a special cluster for high technology and scientific research. In 1974, the construction of Daedeok Science City was launched. In the 1980s, KAIST (Korea Advanced Institute of Science and Technology) and other major research institutes were established. In 2005, Daedeok Science City was officially named Daedeok Innopolis and a strategy was developed to become a global innovation center.

Daedeok Innopolis includes more than 70 research institutes, more than 30 universities, and more than 1,500 high-tech companies.

The main universities are KAIST (Korea Advanced Institute of Science and Technology), South Korea's leading technological university, Korea Research Institute of Bioscience & Biotechnology (KRIBB) - a leading institute in biotechnology, Korea Aerospace Research Institute (KARI) - a center for astronautics and aerospace technology, Electronics and Telecommunications Research Institute (ETRI) - a key institute for telecommunications and artificial intelligence, Korea Atomic Energy Research Institute (KAERI) conducts research on atomic energy and nuclear technologies.

Daedeok Innopolis is developing new AI systems and digital innovations, developing telecommunications and 5G technologies, creating new drugs to treat cancer and other diseases, working on genetic research and biomedical innovations, developing satellites and rockets, and another main focus is working on green energy, solar and wind energy projects, and conducting research on nuclear energy and environmental safety.

In terms of innovation and cooperation with industry, this cluster works in partnership with large companies such as Samsung, LG, and Hyundai, scientific institutions and startups have legal and financial incentives to test new technologies, and Daedeok Innopolis also acts as an incubation center for more than 1,500 startups and technology companies. In recent years, a strategy has been developed to closely cooperate with major scientific centers in the United States, Europe, Japan and China and to become a global center of scientific innovation by 2030.

3. How these high-performing education clusters were formed.

South Korea's education clusters emerged as a result of targeted government policies, economic development plans, and the formation of an innovative ecosystem. This process took place in several stages:

1. 1960s–1980s: Creation of the basic base: The Korean government began to create an education system based on industrial development, universities in engineering and technology were developed (KAIST and POSTECH were established), and the state began to strategically develop the fields of science and engineering.
2. 1980–2000: Formation of research centers: Daedeok Innopolis Science City was established, which laid the foundation for the cluster to become a science center. Marine engineering and logistics were developed in areas such as Busan and Incheon. Cooperation between the government and the private sector was strengthened.
3. 2000–present: Development of innovation clusters: Pangyo Techno Valley and other IT centers were established. The startup ecosystem developed, and universities began to work closely with the industry. Clusters in artificial intelligence, biotechnology, and space research emerged.

Public investment—specifically, government support for research institutes and universities, collaboration between universities and major corporations, and the establishment of innovation-driven centers equipped with modern technologies—has been a key factor in the development of educational clusters.

In South Korea, the government, research institutes, universities, and the private sector have all played significant roles in shaping these clusters. The integration of these entities has been driven by public policy, industry demands, and the necessity of fostering an innovation ecosystem.

The Korean government has prioritized the advancement of education, science, and technology as a national strategy. Various institutions play distinct roles in this effort: The Ministry of Science and Technology is responsible for funding research centers and universities; the Ministry of Industry oversees integration with the industrial sector; the Science and Technology Policy Institute (STEPI) formulates the country's science strategy; and the Korea Science and Engineering Foundation (KOSEF) provides funding for scientific research and promotes international cooperation.

In Korea, research institutes and innovation centers are the main driving force of educational clusters. KAIST (Korea Advanced Institute of Science and Technology - #53 in QS WUR) - innovative research and the formation of a startup ecosystem, Korea Research Institute of Chemical Technology (KRICT) - conducting research in the fields of chemistry and pharmaceuticals, Electronics and Telecommunications Research Institute

(ETRI) – conducting scientific research in information technology and artificial intelligence, Korea Atomic Energy Research Institute (KAERI) – conducting research on nuclear energy and environmental safety.

Korea's major universities are an important part of educational clusters, playing a key role in developing new technologies and training specialists. Seoul National University (SNU – #31 in QS WUR) is a leading university in science and engineering, POSTECH (Pohang University of Science and Technology – #98 in QS WUR) is an incubator for scientific innovations and startups, and Yonsei University (#56 in QS WUR) and Korea University are centers for international cooperation and fundamental research.

Major Korean technology companies have partnered with universities and research institutes to provide both financial and technical support. Industry giants such as Samsung, LG, Hyundai, and SK Hynix serve as key sponsors of educational clusters and primary corporate financiers of research projects. Additionally, startup and incubation centers have been established, including university-based innovation labs and private-sector-supported startup hubs like Pangyo Techno Valley.

The integration of these cluster organizations has been facilitated by strong government support for science and technology. The Korean government has developed a long-term strategy, allocated substantial funding for education and innovation, provided grants to research institutes and universities, and actively promoted innovative research. Furthermore, large corporations have formed partnerships with universities to develop a workforce aligned with industry needs, offering students the opportunity to engage in real-world industrial projects and gain practical experience.

Universities serve as one of the key pillars of educational clusters, fulfilling critical roles such as training specialists, conducting research, driving innovation, and collaborating with industry. The following are the main roles of universities in education clusters:

1. **Training and Professional Development.** Ensuring the preparation of highly qualified specialists in alignment with industry needs, continuously developing and updating modern educational programs, integrating practical skills with theoretical knowledge, and implementing a comprehensive system for professional development and lifelong learning. For instance, KAIST (Korea Advanced Institute of Science and Technology) plays a crucial role in training top-tier engineers and IT specialists in the field of technology.

2. **Research and Innovation.** Education clusters play a vital role in advancing new technologies and linking them with industry. This includes conducting fundamental and applied research, transferring research outcomes to industry (technology transfer), and fostering patent creation and startup development. For example, Seoul National University is at the forefront of scientific research in biotechnology and artificial intelligence (AI).

3. **Development of the Startup Ecosystem and Support for Entrepreneurship.** Education clusters create favorable conditions for the emergence and growth of innovative startups. This includes establishing startup incubators and business accelerators at universities, encouraging students and young researchers to engage in entrepreneurship, and facilitating access to venture capital and international investors. For instance, POSTECH University has successfully launched numerous startups through its incubation center.

4. **Industry Collaboration and Technology Commercialization.** A key function of education clusters is fostering collaboration between universities and large corporations. This is achieved by developing corporate research labs, joint research centers, and industry-specific technological solutions. For example, KAIST and Samsung are conducting joint research on AI and 6G technologies.

5. **International Cooperation and Academic Exchange Programs.** Korean education clusters promote global integration by expanding international scientific collaborations, launching exchange programs for students and professors, implementing joint research projects with leading global institutions, and securing international grants. For example, Yonsei University collaborates with MIT on nanotechnology research.

4.

Today, Korean education clusters have evolved into global innovation hubs and are recognized as one of the world's leading education systems.

How can the experience of Korean education clusters be used in Uzbekistan?

The South Korean education cluster model is based on innovative development, industry and education integration, and this experience can be effectively used in Uzbekistan. The main areas are listed below:

1 Strengthening Industry-University Collaboration. Inspired by the Korean model, Uzbekistan can encourage large corporations and startups to establish R&D centers in partnership with universities. For example, initiatives like IT Park and INHA University should be expanded and connected with global tech companies such as Samsung and LG.

2 Establishing Technoparks and Scientific Clusters. Uzbekistan can develop specialized technoparks focused on IT, biotechnology, and engineering, modeled after South Korea's Daedeok Innopolis. For instance, dedicated scientific innovation centers could be established in Tashkent, Samarkand, Fergana, and Nukus.

3 Developing a Startup and Entrepreneurship Ecosystem. Universities should launch startup incubators similar to Korea's Pangyo Techno Valley. This could be supported through tax incentives, government grants, and access to international investors for IT Park residents in Uzbekistan.

4 Increasing Investment in Education and Research. Strengthening public-private partnerships and allocating more funding for university research can drive innovation. For example, Uzbekistan could adopt KAIST's funding model to expand research grants for universities.

5 Enhancing Technological and Vocational Education. Drawing from Korea's dual education system, Uzbekistan can expand hands-on training programs in colleges and universities. For example, the establishment of a Samsung IT Academy or Hyundai Engineering Training Center would help bridge the gap between education and industry needs.

Using the experience of Korean educational clusters in Uzbekistan:

Strengthens integration between universities and industry. Helps develop innovative scientific clusters and technoparks. Creates an opportunity to form a startup ecosystem and attract investments. Serves to introduce a system of vocational and technological education suitable for industry.

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Characteristics and Approaches to Korean Speaking Education for Uzbek and Russian Learners

우즈베크인과 러시아인 학습자를 위한 한국어 말하기 교육의 특징과 접근법

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Abstract

This study focuses on a comparative analysis of the perceptions and challenges faced by Russian-speaking and Uzbek-speaking students in learning Korean as a foreign language. Using a questionnaire survey, the study examines differences in learning motivation, language anxiety, perceptions of grammar and pronunciation, and learning strategies between the two groups. The findings highlight the impact of linguistic and cultural factors on the process of acquiring Korean and offer insights for developing tailored teaching methods that reflect the learners' linguistic and cultural backgrounds.

Keywords: Korean language learning, Russian-speaking students, Uzbek-speaking students, language anxiety, learning motivation, grammar perception, pronunciation awareness, intercultural differences, learning strategies, questionnaire.

1. 서론

최근 한국어에 대한 세계적인 관심이 높아지면서 다양한 언어적·문화적 배경을 가진 학습자들이 한국어를 배우고 있다. 특히 한국 드라마, K-POP, 한국 음식 등 한국 문화의 세계적인 인기와 함께 한국어 교육도 빠르게 확대되고 있으며, 이에 따라 각 나라 학습자들의 언어적 특성과 필요를 반영한 맞춤형 교육이 점점 더 중요해지고 있다.

그중 중앙아시아 지역은 한국어 교육에서 점점 더 주목받는 지역이며, 특히 우즈베크어권과 러시아어권 학습자들은 숫자와 관심도 면에서 큰 비중을 차지하고 있다. 하지만 이 두 그룹의 학습자들은 사용하는 모국어 구조나 문화적 배경이 다르기 때문에, 한국어를 배우는 방식이나 어려움에서도 차이를 보인다. 예를 들어, 문장의 어순, 높임 표현, 발음 등에서 공통적인 어려움이 있지만, 각각의 언어권에서 느끼는 난이도와 실수 유형은 다를 수 있다.

말하기 능력은 언어 사용에서 가장 실제적이고 중요한 영역이다. 한국어로 자연스럽게 말하기 위해서는 단어, 문법, 발음뿐 아니라 한국적인 의사소통 방식도 익혀야 한다. 그래서 외국인 학습자들에게 말하기는 항상 도전적인 부분이며, 특히 처음에는 문장을 만들거나 발음을 정확히 하기 어려운 경우가 많다.

본 연구는 우즈베크어권과 러시아어권 학습자들이 한국어 말하기를 배울 때 어떤 공통적인 어려움을 겪는지, 그리고 어떤 점에서 서로 다른지를 비교하고 분석하는 데 목적이 있다. 이 연구를 통해 두 언어권 학습자에게 더 효과적이고 실용적인 말하기 교육 방법을 제안하고, 앞으로 한국어 교육을 더욱 발전시키는 데 도움을 주고자 한다.

2. 이론적 배경