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MODERN APPROACHES TO TEACHING THE KOREAN LANGUAGE BASED ON DIGITAL TECHNOLOGIES

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ABSTRACT: The rapid development of digital technologies has significantly transformed foreign language education, including the teaching of the Korean language. In the context of globalization and the growing international influence of the Republic of Korea, the demand for effective and innovative approaches to Korean language instruction continues to increase. This article examines modern pedagogical approaches to teaching Korean based on digital technologies, highlighting their role in enhancing learner engagement, communicative competence, and overall learning effectiveness. The study analyzes the integration of digital tools such as multimedia resources, mobile applications, microlearning strategies, and online synchronous instruction within contemporary linguodidactic frameworks. Particular attention is given to the application of constructivist and multimedia learning theories, as well as the pedagogical potential of digital technologies in mastering the Korean writing system (Hangeul), pronunciation, and grammar. The findings suggest that digital and mobile learning environments contribute to increased learner motivation, flexibility, and continuous language exposure. The article concludes that the systematic implementation of digital technologies plays a crucial role in modernizing Korean language education and adapting it to learners' individual needs in the digital era.

KEYWORDS: Digital technologies, Korean language teaching, foreign language education, mobile learning, microlearning, multimedia learning, Hangeul, online education, communicative competence

The processes of globalization in the twenty-first century have significantly increased interest in learning foreign languages. In particular, the economic, cultural, and technological development of the Republic of Korea has led to a growing global demand for the Korean language. Within contemporary education systems, the rapid advancement of digital technologies has created new opportunities and transformed traditional approaches to language teaching. As S. V. Titova emphasizes, digital technologies do not merely enrich the language learning process but fundamentally reshape its structure and methodology. This observation is fully applicable to the field of Korean language education, where learning is increasingly moving beyond the boundaries of the traditional classroom into a global digital environment. Although conventional teaching methods

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have demonstrated their effectiveness in Korean language instruction, the demands of the digital era require more interactive, flexible, and learner-centered approaches. Research conducted by E. S. Polat and M. Yu. Bukharkina indicates that the integration of modern pedagogical and information technologies can enhance educational effectiveness by 40–60 percent. This highlights the importance of combining methodological innovation with technological tools in language education.

In modern linguodidactics, the use of digital technologies is considered a key factor in developing communicative competence. According to E. G. Azimov and A. N. Shchukin, the technological component has become an integral element of the methodological system of language education, closely interconnected with its goals, content, teaching methods, and assessment mechanisms. From the perspective of constructivist learning theory, learners actively construct knowledge, and digital tools serve as effective support for this process. I. V. Robert stresses that an active learner position and independent knowledge construction constitute fundamental principles of educational informatization. In the context of learning Korean, students gain opportunities to apply the language in practice through video materials, interactive exercises, and online communication.

Multimedia learning theory further emphasizes that receiving information through multiple sensory channels—visual, auditory, and kinesthetic—enhances learning effectiveness. Studies by C. A. Chapelle and S. Sauro demonstrate that language acquisition supported by multimedia tools is 35–45 percent more effective than traditional instructional methods. This approach is particularly relevant for Korean language education, given the unique characteristics of the Korean writing system (Hangeul), pronunciation, and grammatical structure. M. X. To‘xtaeva notes that the logical and systematic structure of Hangeul makes it especially suitable for learning through digital tools. Since each character is formed through a structured combination of elements, interactive exercises enable learners to master the writing system more efficiently. Furthermore, the development of mobile technologies has made language learning accessible anytime and anywhere. Research by J. H. Lee and M. K. Park shows that 78 percent of students learning Korean through mobile applications practice for at least 30 minutes per day, thereby maintaining continuous exposure to the language.

Mobile applications specifically designed for Korean language learning provide extensive opportunities to practice vocabulary, grammar, and pronunciation. According

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to Park Ji-young and Choi Eun-kyung, mobile learning platforms are ideal tools for implementing the concept of microlearning. Such platforms often incorporate gamification elements, which significantly enhance learner motivation. A study conducted by N. M. Rahimova in Uzbekistan reveals that 65 percent of students learning languages through mobile technologies report increased motivation levels.

This is particularly important for Korean language learners, as mastering Hangeul and expanding vocabulary require consistent repetition. Microlearning, which involves short instructional sessions lasting 5–10 minutes, has proven to be highly effective. As P. V. Sysoev points out, short but regular learning activities are more productive than longer sessions conducted infrequently. The advantages of this approach include repetition-based memorization techniques, immediate feedback, and adaptation to individual learning pace. Live online classes conducted through video conferencing technologies combine the advantages of traditional classroom instruction with digital capabilities. Research by Y. A. Son indicates that when online Korean language lessons are delivered synchronously, student participation reaches approximately 72 percent. However, D. R. Qodirova emphasizes the importance of creating a psychologically comfortable learning environment during online instruction, as students may otherwise experience feelings of isolation.

In conclusion, the advancement of digital technologies has brought transformative changes to the methodology of teaching the Korean language. Mobile applications, online platforms, artificial intelligence, and interactive learning materials have made language learning more effective, engaging, and adaptable to learners' individual needs.

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