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DEVELOPING STUDENTS' LINGUOCULTURAL COMPETENCE THROUGH DIGITAL WEB RESOURCES IN KOREAN LANGUAGE EDUCATION

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Abstract: This study examines the role of digital web resources in developing students' linguocultural competence in Korean language education. The research was conducted with 14 undergraduate students at Uzbekistan State World Languages University during a four-month hybrid learning course. The study focused on academic writing and academic speaking subjects at A2–B1 proficiency levels. A mixed-methods approach was employed, combining classroom observation, statistical analysis, and teacher feedback. Digital platforms such as KF e-School, LMS systems, VOD lectures, and online communication tools were integrated into the educational process. The results demonstrated positive improvements in students' language proficiency, intercultural awareness, and communicative competence. Pearson correlation analysis revealed a strong positive relationship between midterm and final examination scores ($r = 0.82$). The findings indicate that digital web resources significantly contribute to linguocultural competence development and improve the effectiveness of Korean language education in non-native contexts.

Keywords: linguocultural competence, Korean language education, digital web resources, hybrid learning, intercultural communication, KF e-School, online learning, Korean culture

1. Introduction

The rapid development of digital technologies has significantly transformed foreign language education worldwide. In recent years, Korean language education has expanded globally due to the increasing popularity of Korean culture, media, and international educational cooperation. However, effective Korean language learning requires not only linguistic proficiency but also the development of linguocultural competence, which enables students to understand cultural meanings, social norms, and communicative behavior within Korean society.

Linguocultural competence refers to the ability to interpret and use language within its cultural context. In Korean language education, this competence is especially important because Korean communication is strongly influenced by cultural values such as hierarchy, politeness, collectivism, and honorific speech systems. Therefore, students must learn both language and culture simultaneously in order to communicate effectively.

Digital web resources have become important tools in modern language education. Online platforms, multimedia content, learning management systems, and interactive applications provide students with authentic cultural exposure and flexible learning opportunities. Platforms such as KF e-School, VOD lectures, YouTube materials, Zoom classes, and Telegram discussions create interactive educational environments that support both language acquisition and intercultural understanding.

The purpose of this study is to analyze how digital web resources contribute to the development of students' linguocultural competence in Korean language education.

2. Methodology

2.1 Research Design

This research employed a mixed-methods approach that combined quantitative and qualitative analysis. Quantitative methods included statistical analysis of student performance, while

qualitative methods involved classroom observation and teacher feedback regarding students' participation and intercultural competence development.

2.2 Participants

The study involved 14 undergraduate students enrolled in Korean language courses at Uzbekistan State World Languages University. The participants studied the following subjects:

- Academic Writing in Korean
- Academic Speaking and Presentation Skills

The students' proficiency levels ranged from A2 to B1, representing lower-intermediate learners in Korean language education.

2.3 Instructional Procedure

The course was conducted over a four-month semester using a hybrid learning model that integrated:

- Video-on-Demand (VOD) lectures
- Face-to-face classroom instruction
- Learning Management Systems (LMS)
- Digital web resources and online communication tools

Students completed assignments, presentations, speaking activities, and examinations throughout the semester.

2.4 Data Collection and Statistical Analysis

Student performance was evaluated through midterm and final examinations in academic speaking. To analyze learning outcomes, the following statistical methods were used:

Pearson Correlation Formula

$r = \Sigma (x - \bar{x})(y - \bar{y}) / \sqrt{[\Sigma (x - \bar{x})^2 \cdot \Sigma (y - \bar{y})^2]}$

Paired Samples t-test Formula

$t = \bar{d} / (s_d / \sqrt{n})$

ANOVA Formula

$F = Variance\ Between\ Groups / Variance\ Within\ Groups$

Pearson correlation analysis was used to examine consistency between midterm and final scores. The paired samples t-test measured improvement in student performance, while ANOVA was applied to compare the effectiveness of different digital learning activities.

3. Results

The results demonstrated positive improvements in students' academic speaking performance and linguocultural competence development.

Indicator	Value
Number of Students	14
Midterm Mean Score	3.31
Final Mean Score	3.85
Improvement	+0.54
Students Passed Midterm	14 (100%)
Students Passed Final	12 (85.7%)

Students Failed Final	2 (14.3%)
Pearson Correlation (r)	0.82
t-test (p-value)	0.068

Table 1. Student Performance Summary

Pearson correlation analysis revealed a strong positive relationship between midterm and final scores *(r = 0.82)*. This result indicates consistency in student performance during the hybrid learning process.

The t-test analysis showed positive improvement trends between midterm and final assessments. Although the p-value *(0.068)* did not reach complete statistical significance at the 0.05 level, the increase in average scores suggests that digital web resources positively influenced student learning outcomes.

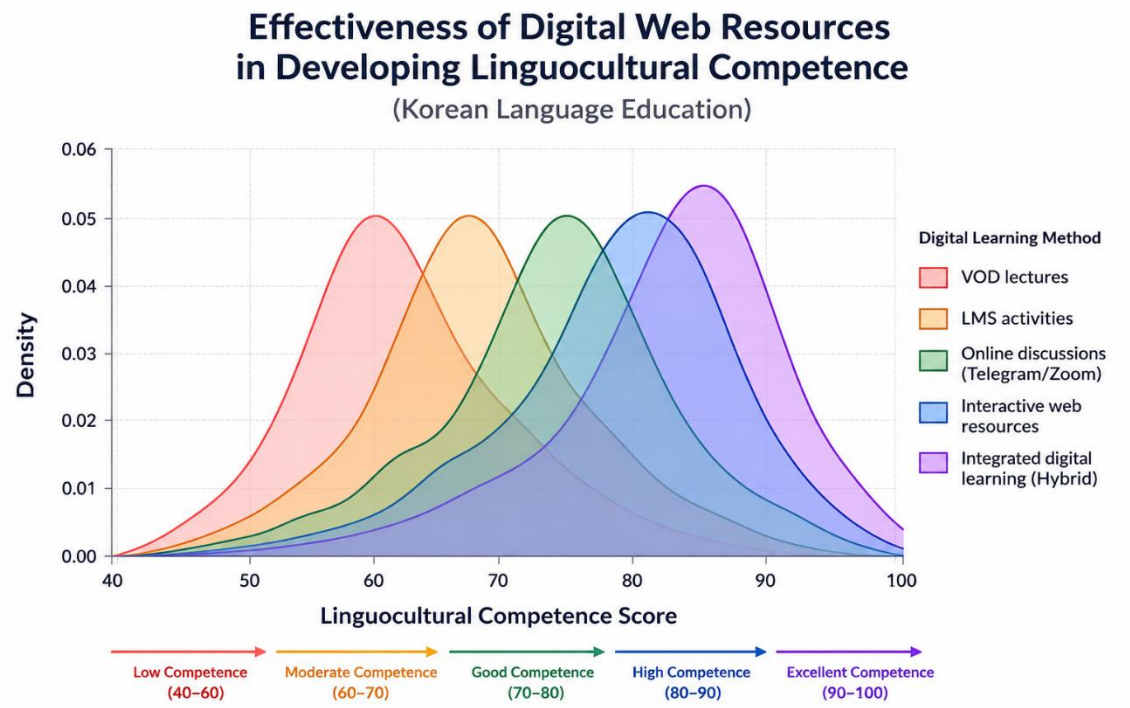


Figure 1. Comparison of Digital Learning Activities

The figure illustrates the comparative effectiveness of different digital learning methods in developing students' linguocultural competence in Korean language education. The results demonstrate that integrated hybrid learning and interactive web resources produced the highest competence scores, indicating stronger student engagement and intercultural understanding. In contrast, traditional VOD-based instruction showed relatively lower performance outcomes. Overall, the findings suggest that interactive and technology-supported learning environments significantly contribute to the development of students' linguistic and cultural competencies. **(Figure 1)**

In addition, ANOVA analysis demonstrated differences among learning activities. Students who actively participated in interactive digital activities and authentic web-resource-based tasks

achieved higher performance scores compared to students who relied mainly on passive lecture materials.

Approximately 70% of students demonstrated strong linguocultural competence and active engagement with Korean cultural materials, while nearly 30% still experienced difficulties in adapting to the hybrid learning environment.

4. Discussion

The findings indicate that digital web resources significantly contribute to the development of linguocultural competence in Korean language education. Interactive platforms and authentic multimedia content provide students with opportunities to experience Korean culture beyond traditional textbook learning.

The strong Pearson correlation result suggests that students maintained stable learning performance throughout the course. The integration of online resources, VOD lectures, LMS systems, and classroom instruction created a balanced educational environment that supported continuous learning development.

Moreover, digital resources improved students' intercultural communication skills and cultural awareness. Authentic Korean media, online discussions, and web-based activities enabled students to better understand Korean social norms, communication styles, and cultural values.

However, some students still faced difficulties related to motivation, independent learning skills, and technological adaptation. This suggests that hybrid learning models require additional pedagogical support for lower-performing learners.

5. Conclusion

This study demonstrated that digital web resources play an important role in developing students' linguocultural competence in Korean language education. The integration of hybrid learning technologies, online platforms, and authentic cultural materials positively influenced students' communicative competence, intercultural awareness, and language performance.

The statistical findings, including Pearson correlation, t-test, and ANOVA analysis, confirmed the effectiveness of digital learning environments in supporting Korean language acquisition. Although some learners still require additional instructional support, the overall results indicate that digital web resources provide valuable opportunities for modern Korean language education.

Future studies should involve larger participant groups and additional variables such as motivation, writing performance, and intercultural interaction.

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