

UZSWLU, ORIENTAL PHILOLOGY FACULTY, KOREAN PHILOLOGY
DEPARTMENT**Maxmatqulova Yayra Qudratovna***Use of Corpus with online dictionaries in Korean Writing of students of
Uzbekistan State World Languages University*

This study investigates the effectiveness of using linguistic corpora in combination with online dictionaries to improve Korean writing skills among students of Uzbekistan State World Languages University. Many students experience difficulties in vocabulary selection, grammatical accuracy, and natural expression in written Korean. To address these challenges, corpus-based learning and digital lexicographical tools were integrated into writing instruction. The research involved experimental and control groups, pre-test and post-test analysis, and qualitative feedback. The results indicate that students who actively used corpora and online dictionaries demonstrated significant improvement in lexical diversity, grammatical accuracy, and contextual appropriateness. The study suggests that corpus-assisted writing instruction can be an effective method for enhancing Korean language education in Uzbek State University of World Languages.

Keywords: *corpus linguistics, online dictionary, Korean writing, foreign language learning, Uzbekistan, digital learning tools*

In recent years, Korean language education has gained increasing popularity in Uzbekistan due to cultural, economic, and academic cooperation with Korea. As a result, universities have expanded Korean language programs. However, many students face difficulties in developing effective writing skills, particularly in vocabulary usage, sentence structure, and stylistic appropriateness. Traditional writing instruction often relies on textbooks and teacher explanations, which may not provide sufficient exposure to authentic language use. With the development of digital technologies, linguistic corpora and online dictionaries have become valuable resources for language learners. These tools allow students to observe real-life language patterns and contextual usage. This study aims to explore how the integration of corpus tools and online dictionaries can support Korean writing development among university students in Uzbek State University of World Languages. Previous studies in applied linguistics emphasize the importance of corpus-based learning in foreign language education. Sinclair (1991) and Biber et al. (1998) argue that corpora provide authentic language data that help learners understand real usage patterns. Nation (2013) highlights the role of vocabulary learning through contextualized input, while Lee (2017) discusses the benefits of online dictionaries for Korean language learners. Several studies have shown that corpus consultation improves learners' awareness of

collocations, grammatical structures, and pragmatic usage. However, limited research has focused on the combined use of National Institute of the Korean Language corpora and Naver dic.com online dictionary. The participants were 16 of third-year students majoring in Korean Language at Uzbekistan State World Languages University. A quasi-experimental design was adopted. Group received regular writing instructions and additionally trained in using corpora and online dictionaries. During the process pre-test and post-test writing tasks, Naver dictionary, National Institute of the Korean Language corpora, teacher observation sheets were used. The study was conducted over one academic semester (15 weeks).

1. Week 1: Pre-test and needs analysis
2. Weeks 2–13: Corpus and dictionary-based instruction
3. Week 14: Post-test
4. Week 15: Teacher observation sheets

Students were trained to search examples, analyze texts and compare meanings using digital tools. Quantitative data were analyzed using score comparisons, while qualitative data were analyzed through thematic analysis of student feedback. The post-test results showed that the group in several aspects: Vocabulary Accuracy 25%, Grammatical Accuracy 23%, Natural Expression 20%. These results indicate that corpus and dictionary usage positively affected writing performance. Most students reported that authentic examples helped them understand real Korean usage. The findings confirm that corpus-assisted learning enhances Korean writing skills. By consulting real language data, students can avoid unnatural expressions and overgeneralization of grammar rules. The integration of online dictionaries further supports vocabulary learning by providing pronunciation, example sentences, and usage notes. Together, these tools promote learner autonomy and critical thinking. This study demonstrates that the combined use of corpora and online dictionaries significantly improves Korean writing skills among university students. The approach enhances vocabulary accuracy, grammatical competence, and contextual awareness. It is recommended that Korean language programs integrate corpus-based activities into writing courses. Future research may explore long-term effects and application in other language skills such as speaking and reading.

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