

10.22633/rpge.v29iesp1.20462



Revista on line de Política e Gestão Educacional
Online Journal of Policy and Educational Management



¹ The State Institution "South Ukrainian National Pedagogical University named after K. D. Ushynsky", Odesa, Ukraine. Candidate of Pedagogical Sciences, Associate Professor, Department of Germanic and Oriental Languages and Methods of Their Teaching, Faculty of Foreign Languages.

² The State Institution "South Ukrainian National Pedagogical University named after K.D.Ushynsky", Odesa, Ukraine. Candidate of Pedagogical Sciences, Associate Professor, Department of Germanic and Oriental Languages and Methods of Their Teaching, Faculty of Foreign Languages.

³ The State Institution "South Ukrainian National Pedagogical University named after K. D. Ushynsky, Odesa, Ukraine. Candidate of Pedagogical Sciences, Associate Professor, Department of Germanic and Oriental Languages and Methods of Their Teaching, Faculty of Foreign Languages.

⁴ The State institution "South Ukrainian National Pedagogical University

DEVELOPMENT OF LANGUAGE SKILLS OF FUTURE TEACHERS OF CHINESE AND KOREAN IN THE ENVIRONMENT OF UNIVERSITY EDUCATION

DESENVOLVIMENTO DAS COMPETÊNCIAS LINGUÍSTICAS DOS FUTUROS PROFESSORES DE CHINÊS E COREANO NO CONTEXTO DO ENSINO UNIVERSITÁRIO

DESARROLLO DE LAS COMPETENCIAS LINGÜÍSTICAS DE LOS FUTUROS PROFESORES DE CHINO Y COREANO EN EL ENTORNO DE LA ENSEÑANZA UNIVERSITARIA

Olena BUZDUGAN¹

lena.b1905@gmail.com



Inna MYRKOVICH²



mirkovi4@ukr.net



Tetiana FOGEL³



tanyafogel@ukr.net



Oleksandra POPOVA⁴



alex-popova@ukr.net



Eleonora STRYGA⁵



eleonorastriga@gmail.com

How to reference this paper:

Buzdugan, O., Myrkovich, I., Fogel, T., Popova, O., & Stryga, E. (2025). Development of language skills of future teachers of Chinese and Korean in the environment of university education. *Revista on line de Política e Gestão Educacional*, 29(esp.1), e025030. DOI: 10.22633/rpge.v29iesp1.20462

Submitted: 19/05/2025

Revisions required: 13/06/2025

Approved: 30/06/2025

Published: 31/07/2025

ABSTRACT: The purpose of the study is to investigate the peculiarities of forming the linguistic competence of future teachers of Chinese and Korean in the university educational environment. The theoretical basis of the study is the modern concepts of language education, bilingualism, intercultural communication and competence-based approach. It is established that the effective formation of linguistic competence involves the complex integration of phonetic, grammatical, lexical, pragmatic and cultural components. Differences in approaches to teaching Chinese and Korean languages due to their typological nature and socio-cultural contexts are identified. The significance of digital tools and bilingual environment for the development of language autonomy and interlingual thinking is substantiated. The practical value of the results lies in the possibility of using the proposed model of linguistic competence to improve the training programs for teachers of Oriental languages in higher education institutions of Ukraine.



named after K. D. Ushynsky", Odesa, Ukraine. Doctor of Pedagogical Sciences, Full Professor of the Department of Translation, Theoretical and Applied Linguistics, Faculty of Foreign Languages, Dean of the Faculty of Foreign Languages.

§ The State Institution "South Ukrainian National Pedagogical University named after K. D. Ushynsky", Odesa, Ukraine. Candidate of Pedagogical Sciences, Associate Professor of the Department of Germanic and Oriental Languages and Methods of Their Teaching, Faculty of Foreign Languages.

KEYWORDS: Linguistic Competence. Teacher of Oriental Languages. Language Education. Digital Technologies. Bilingualism.

RESUMO: O objetivo do estudo é investigar as peculiaridades da formação da competência linguística dos futuros professores de chinês e coreano no meio educativo universitário. A base teórica do estudo são os conceitos modernos de educação linguística, bilinguismo, comunicação intercultural e abordagem baseada em competências. Está estabelecido que a formação eficaz da competência linguística envolve a integração complexa de componentes fonéticas, gramaticais, lexicais, pragmáticas e culturais. São identificadas diferenças nas abordagens ao ensino das línguas chinesa e coreana devido à sua natureza tipológica e contextos socioculturais. Está comprovada a importância das ferramentas digitais e do ambiente bilíngue para o desenvolvimento da autonomia da linguagem e do pensamento interlingual. O valor prático dos resultados reside na possibilidade de utilizar o modelo proposto de competência linguística para melhorar os programas de formação de professores de línguas orientais nas instituições de ensino superior da Ucrânia.

PALAVRAS-CHAVE: Competência linguística. Professor de línguas orientais. Ensino de línguas. Tecnologias digitais. Bilinguismo.

RESUMEN: El objetivo del estudio es investigar las peculiaridades de la formación de la competencia lingüística de futuros profesores de chino y coreano en el ámbito educativo universitario. La base teórica del estudio son los conceptos modernos de enseñanza de idiomas, bilingüismo, comunicación intercultural y un enfoque basado en competencias. Se establece que la formación efectiva de la competencia lingüística implica la integración compleja de componentes fonéticos, gramaticales, léxicos, pragmáticos y culturales. Se identifican las diferencias en los enfoques de la enseñanza de los idiomas chino y coreano debido a su naturaleza tipológica y contextos socioculturales. Se corrobora la importancia de las herramientas digitales y el entorno bilíngüe para el desarrollo de la autonomía lingüística y el pensamiento interlingüístico. El valor práctico de los resultados reside en la posibilidad de utilizar el modelo de competencia lingüística propuesto para mejorar los programas de formación de profesores de lenguas orientales en instituciones de educación superior de Ucrania.

PALABRAS CLAVE: Competencia lingüística. Profesor de lenguas orientales. Enseñanza de idiomas. Tecnologías digitales. Bilingüismo.

Article submitted to the similarity system



Editor: Prof. Dr. Sebastião de Souza Lemes

Deputy Executive Editor: Prof. Dr. José Anderson Santos Cruz.

INTRODUCTION

Scientific interest in the problem of linguistic competence is growing due to the re-thinking of the very concept of competence in education. Researchers emphasize that language training should not only be cognitive or grammatical, but also functional, sociocultural, and able to ensure effective communication in different settings (Martínez del Castillo, 2016; Abdulrahman & Ayyash, 2019). Modern approaches emphasize the integration of digital resources, a bilingual environment, cultural sensitivity, and an interdisciplinary approach as key conditions for the formation of this competence (Chang & Chou, 2025; Hao & Li, 2024; Rozells, 2023).

Despite the existence of numerous theoretical studies, there are still gaps in the field. In particular, it has not been sufficiently studied how the peculiarities of the Chinese and Korean languages—tonality, hieroglyphic or agglutinative structure, culturally determined levels of politeness—affect the specifics of the formation of future teachers' linguistic competence. The mechanisms for adapting the educational process to these linguistic features in the context of Ukrainian higher education, as well as the role of digital and intercultural components in this process, are also insufficiently studied.

The purpose of this paper is to investigate the peculiarities of forming future Chinese and Korean teachers' linguistic competence in the university educational space; in particular, to find out its structural components, influencing factors, and pedagogical conditions that ensure its effective development in the modern multicultural and digital context.

Literature Review

Various authors emphasize the need to integrate the formal linguistic component with communicative and sociocultural aspects (Rozells, 2023; Ding & Wang, 2025). The relevance of developing linguistic competence in Oriental language teachers is due to the specificity of Chinese and Korean languages, which require a contrastive and interdisciplinary approach (Chang & Chou, 2025; Hao & Li, 2024; Cho & Chun, 2023). These languages are characterized by the complexity of grammatical structures, sociolinguistic norms, and writing, which requires specially adapted educational strategies (Xie et al., 2024; Feng et al., 2024).

Researchers pay considerable attention to the impact of the digital environment and bilingual educational context on the development of language competencies (Wang et al., 2023). Practices such as integrated content and language learning (CLIL), the use of Duolingo, Quizlet, HelloTalk, and role-playing games actively contribute to the formation of pragmatic and lexical-semantic components of language competence (Hao & Li, 2024; Ding & Wang, 2025; Rozells, 2023; Cho & Chun, 2023). A teacher's pedagogical effectiveness is closely related to their ability to engage in translinguistic thinking and intercultural communication, which

is especially relevant for the university space as a multilingual environment (Chang & Chou, 2025). Oriental language teacher training should include methods of reflective learning, digital literacy, and immersion in cultural and linguistic practices (Ding & Wang, 2025; Martínez del Castillo, 2016).

Feng et al. (2024) explore multicultural attitudes and practices of differentiated instruction in Chinese teacher education programs, drawing attention to the need for a personalized approach to students with different linguistic and cultural backgrounds. This is especially relevant in the context of training Ukrainian teachers who should be able to adapt teaching to different groups of students, in particular when teaching Chinese and Korean.

Wang et al. (2023) present an anthropological approach to the translation of educational resources, demonstrating how cultural codes influence the content and form of learning materials in different East Asian countries. This approach is valuable for building authentic learning content in Oriental language courses, as well as for developing students' critical reflection on the impact of language on knowledge perception.

Thus, the scientific discourse demonstrates a considerable variety of approaches to understanding linguistic competence and ways of developing it in future teachers. However, the issues of systematic diagnostics of the levels of linguistic competence and mechanisms for integrating the intercultural component into professional language training remain insufficiently developed.

METHODOLOGY

The main method used was a *content analysis* of modern scientific publications related to linguistic competence, bilingual education, and language training, in particular in the digital and intercultural context. A comparative analysis of Chinese and Korean language structures was used to identify the specifics of their teaching. The analysis of documents covered current curricula, concepts of teacher education, CEFR recommendations, and the content of modern digital platforms. We also used *visualization methods of presenting information* (SmartArt, graphs, tables) to summarize the data and present pedagogical conditions, influencing factors, and structural components of linguistic competence. All results are based on theoretical analysis without empirical data, which defines the study as *conceptual* and *analytical*.

RESULTS

In today's globalized world, foreign language proficiency is not only an important condition for professional fulfillment but also a component of intercultural dialogue. The training of specialists who master the languages of strategically important regions, in particular the

countries of East Asia, is of particular importance. Chinese and Korean occupy an important place in the language education system in Ukraine due to growing economic, political, and cultural ties with the countries of the East. The formation of linguistic competence in the university space is seen not only as a process of acquiring phonetic, grammatical, and lexical knowledge but also as the development of the ability to apply this knowledge in specific communicative situations, including intercultural and professional contexts (Martínez del Castillo, 2016). This competence forms the basis for the further development of linguistic and communicative components necessary for the effective teaching of Oriental languages in schools, colleges, and universities.

The peculiarities of the Chinese and Korean languages—a complex hieroglyphic writing system, tone, agglutination, and grammatical specificity—require the adoption of new approaches in the teaching process. In the context of training teachers specializing in these languages, linguistic competence should encompass both traditional (lexical and grammatical) knowledge and innovative aspects: skills for transforming linguistic material, the ability to analyse language structures comparatively, and the use of digital tools (Chang & Chou, 2025). The issue of forming the linguistic competence of future teachers of Oriental languages is relevant and requires a comprehensive study within the university environment, taking into account both traditional educational standards and the challenges of the modern digital and multicultural era.

As shown in Table 1, approaches to interpreting linguistic competence differ depending on the theoretical background of researchers and the scope of their analyses. It is this holistic understanding of linguistic competence that allows for the effective design of language training content for future Chinese and Korean teachers.

In the process of training future teachers of Oriental languages, an important task is to consider the linguistic and cultural peculiarities of each language studied. Chinese and Korean have fundamentally different structures compared to European languages, which leads to specific approaches to organizing the learning process. Table 1 presents a comparative analysis of the main characteristics of both languages, which are of methodological importance in teaching at a pedagogical university.

Table 1. Comparative Characterization of the Specifics of Chinese and Korean in the Pedagogical Context

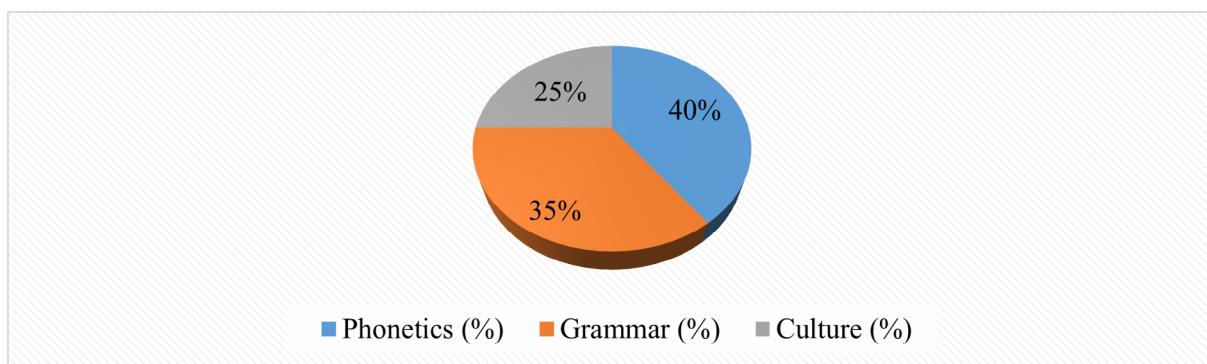
Characteristics	Chinese language	Korean language
Email type	Hieroglyphic (Han Chinese)	Alphabetical (Hangul)
Phonetics	Tonal speech: 4 tones	Atonal speech
Grammatical structure	Analytical structure, word order of SVO	Agglutinative structure, word order SOV
The complexity of writing	Large number of hieroglyphs, lack of phonetic writing	Simple graphics, phonetic writing

Vocabulary	High degree of synonymy, lexical reduplication	The significant role of polite forms and particles
Sociolinguistic context	Strong dependence of language on speaker status	Explicit system of language levels of politeness
Cultural code	Confucianism, hierarchy, rituals	Collectivism, harmony, respect for elders
Challenges for the teacher	Learning tones, memorizing hieroglyphs	Explanation of grammatical particles and language politeness

Source: created by the author based on Chang and Chou (2025), Hao and Li (2024), Rozells (2023), Cho and Chun (2023), Ding and Wang (2025), Xie et al. (2024).

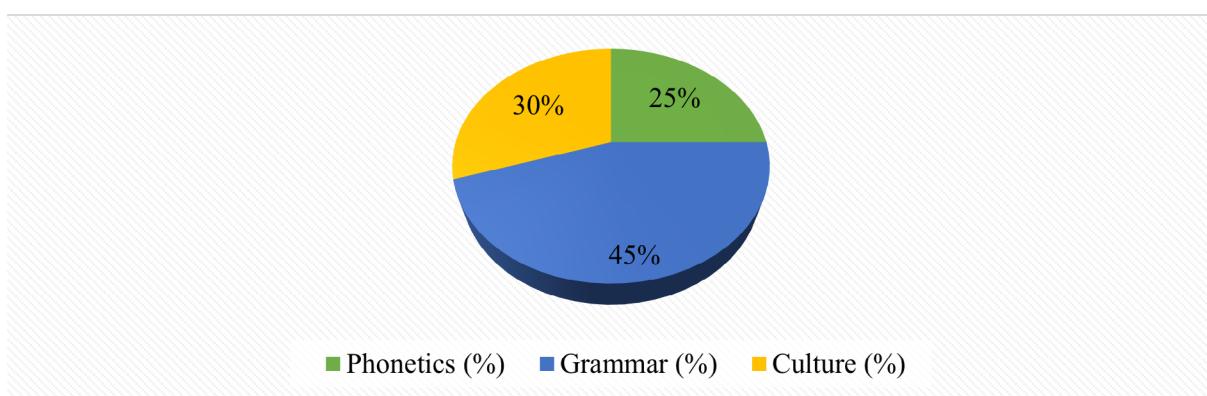
As shown in Figures 1 and 2, in the process of training Chinese teachers, the emphasis is mainly on the *phonetic component*, which is due to the tonal nature of the language and the need to practice the four basic tones. At the same time, the grammatical component is dominant in teaching Korean, which has an agglutinative structure and a complex system of politeness. The cultural component is essential in both cases, as the language is closely related to traditions, social norms, and intercultural communication.

Figure 1. Distribution of attention to the components of linguistic training in learning Chinese



Source: created by the author based on Chang and Chou (2025), Hao and Li (2024), Ding and Wang (2025), Xie et al. (2024).

Figure 2. Distribution of attention to the components of linguistic training in learning Korean



Source: created by the author based on Rozells (2023), Cho and Chun (2023), Xie et al. (2024), Hao and Li (2024).

A significant part of the training is the phonetic component due to the tonal nature of the Chinese language, which has four basic tones that fundamentally change the meaning of a word. Hao and Li (2024) emphasize that an imperfect command of tones leads to significant barriers to communication. Chang and Chou (2025) also highlight the need for regular phonetic training. Chinese grammar is analytical, with a fixed word order and no ending changes, but it requires students to understand syntactic structures and the use of service words. It occupies a slightly smaller share of the curriculum than phonetics, but it remains a key element. Chinese culture is an integral part of the educational process; however, in language training, it is more often presented through integration into texts and dialogues rather than as a separate discipline. This component is less voluminous in the teaching load, although it plays a critical role in the formation of intercultural competence (Ding & Wang, 2025; Xie et al., 2024).

Korean is an atonal language with a relatively simple phonological structure due to the phonetic nature of Hangul. This reduces the overall need for specialized phonetic training (Rozells, 2023). The main emphasis in training is on grammar: agglutinative structure, high particle variation, levels of politeness, formal speech styles, etc. (Cho & Chun, 2023). These features pose challenges for both foreigners and teachers. As in the case of Chinese, culture is important, but especially so in the context of Korean sociolinguistics. Levels of politeness, forms of address, and hierarchy are all inextricably linked to language practice (Xie et al., 2024).

The development of a future Chinese or Korean teacher's linguistic competence involves not only the acquisition of language knowledge but also the ability to use it adequately in different educational and cultural contexts. The structure of linguistic competence, according to modern approaches, is multicomponent and includes both formal language knowledge and cognitive and communicative skills that ensure quality teaching.

Linguistic competence is a complex construct that comprises both traditional language knowledge (phonetics, grammar, vocabulary) and functional, communicative, and socio-cultural skills. The formation of each component is influenced by various factors: the type of language, educational methods, access to digital resources, and the intensity of language practice. Thus, the successful implementation of language training requires institutional flexibility, the integration of the latest technologies, and an intercultural approach within the university educational environment.

The modern university space is increasingly transforming into a multilingual and intercultural environment, which contributes to the development of students' linguistic competence, particularly for those who are learning languages with a complex structure, such as Chinese and Korean. A bilingual educational environment creates conditions for immersion in two (or more) linguistic and cultural codes, stimulating not only linguistic activity but also the ability to switch flexibly between systems. Table 2 summarizes modern methods, digital platforms, and

pedagogical practices that are integrated into the university bilingual environment to develop linguistic competence.

The development of linguistic competence in teaching Oriental languages requires the creation of pedagogical conditions that provide a comprehensive, varied, and culturally oriented environment for the development of language knowledge and skills. These pedagogical conditions not only create the organizational basis for the learning process but also serve as catalysts for students' active involvement in interlingual and intercultural interaction. In the context of teaching Chinese and Korean, these conditions should consider the specifics of character writing, tonal or agglutinative grammar, sociolinguistic norms, and cultural features of communication.

Table 2. Opportunities of the university's educational and bilingual environment in the development of linguistic competence

Category	Examples of methods, platforms, practices	Impact on linguistic competence
Teaching methods	CLIL (Content and Language Integrated Learning), project method, role-playing games	Form pragmatic, lexical-semantic and stylistic components (Cho & Chun, 2023; Rozells, 2023)
Digital platforms	Quizlet, Duolingo, HelloTalk, Tandem, ChatGPT, Kahoot	Strengthen phonetic and vocabulary training, develop motivation and autonomy (Ding & Wang, 2025)
Language environment	Language clubs, Speaking Labs, intercultural workshops	Develop lexical flexibility, oral communication, and interlingual adaptation (Ding & Wang, 2025)
International practices	Online internships, participation in academic mobility programs	Promote authentic language experience and cultural integration (Hao & Li, 2024)
Bilingual teaching	Explanation of theoretical material in English or Ukrainian with translation into Chinese/Korean	Increases meta-linguistic awareness, allows better comprehension of language structure (Chang & Chou, 2025)

Source: created by the author based on Cho and Chun (2023), Rozells (2023), Ding and Wang (2025), Hao and Li (2024), Chang and Chou (2025).

Effective linguistic competence development requires a combination of external (organizational) and internal (cognitive and personal) conditions.

- Pedagogical conditions for the development of future Chinese and Korean teachers' linguistic competence;
- Use of digital educational technologies (mobile applications, interactive platforms, virtual rooms);
- Contrastive grammar and phonetics (comparison with Ukrainian and English);
- Individualization of learning (adaptation to student level, support for autonomous learning);

- Systematic evaluation of feedback (formative assessment, self-assessment, reflection) (Rozells, 2023; Cho and Chun, 2023; Ding and Wang, 2025; Hao and Li, 2024; Chang and Chou, 2025).

DISCUSSION

The results of the study confirm that the linguistic competence of a future teacher of Oriental languages is formed as a multidimensional system that includes phonetic, grammatical, lexical, pragmatic, and cultural components. This structure aligns with the position of Martínez del Castillo (2016), who interprets linguistic competence as the ability to fully operate the language system. Within a bilingual educational environment, this competence becomes particularly important, as a future teacher must navigate several language codes simultaneously. At the same time, some researchers, such as Abdulrahman and Ayyash (2019), emphasize the need to incorporate a broader communicative component into the concept of linguistic competence, which brings it closer to the notion of communicative competence. In this context, we agree that a clear distinction between linguistic and communicative competence in preparing teachers of Oriental languages is not always productive, as these components are interdependent.

Some authors—in particular, Rozells (2023)—argue that digital tools and educational platforms are supplementary means to support language development but cannot replace full-fledged live communication. Our study partially confirms this assertion: digital resources are effective tools in the initial stages, but only when combined with authentic communicative experiences do they contribute to the formation of comprehensive competence. In this respect, we agree with Ding and Wang (2025), who highlight the importance of emotional engagement and sociocultural support in language learning.

Thus, the results of our study are consistent with the current hypothesis regarding the complex nature of linguistic competence in a bilingual university environment. However, it is necessary to note some limitations of the study, particularly the absence of empirical verification of the formation of individual competence components in a large sample. Further research is advisable to evaluate the effectiveness of specific educational platforms, compare training models in different countries, and analyze how students integrate two languages into professional communication.

FINAL CONSIDERATIONS

As a result of the analysis, it was found that the linguistic competence of a future teacher of Oriental languages is formed at the intersection of linguistic, cultural, and pedagogical dimensions, and its development depends significantly on the conditions of the educational and bilingual environment. The integration of innovative methods, digital platforms, and an interdisciplinary approach ensures mastery not only of language knowledge but also of communication skills necessary for professional activity. Unlike previous concepts that focused exclusively on phonetic and grammatical components, we consider linguistic competence as a living, dynamic construct that requires adaptability, creativity, and intercultural sensitivity. Of particular novelty is the proposed structural analysis of the competence components, which allows for the optimization of educational programs for Chinese and Korean language teachers. The limitation of this study lies in its theoretical and analytical nature and in the lack of empirical verification of competence development models. Promising areas for further research include developing diagnostic tools to measure the level of linguistic competence, conducting comparative studies of educational practices in different countries, and identifying ways to integrate digital and multicultural resources more deeply into the training of Oriental language teachers.

REFERENCES

Abdulrahman, N. C., & Ayyash, E. A. S. A. (2019). Linguistic competence, communicative competence, and interactional competence. *Journal of Advances in Linguistics*, 10, 1600–1616. <https://doi.org/10.24297/jal.v10i0.8530>

Chang, L.-P., & Chou, C.-T. (2025). A preliminary study of corpus literacy training for in-service Chinese language teachers. In *Handbook of Chinese Language Learning and Technology* (pp. 73–112). Springer. https://doi.org/10.1007/978-981-97-5930-9_4

Cho, Y.-M. Y., & Chun, H.-C. (2023). Innovative strategies for stabilizing enrollment in Korean as a foreign language (KFL) education. In *Language Program Vitality in the United States* (pp. 251–265). Springer. https://doi.org/10.1007/978-3-031-43654-3_24

Ding, N., & Wang, Y. (2025). The power of teacher immediacy in predicting Chinese SFL students' engagement and motivation. *Current Psychology*, 44, 5314–5328. <https://doi.org/10.1007/s12144-025-07533-4>

Feng, X., Zhang, N., Yang, D., Lin, W., & Maulana, R. (2024). From awareness to action: Multicultural attitudes and differentiated instruction of teachers in Chinese teacher education programs. *Learning Environments Research*. Advance online publication. <https://doi.org/10.1007/s10984-024-09518-9>

Hao, P., & Li, F. (2024). Exploring the challenges of learning and teaching Chinese/Mandarin language at higher education institutes: Voices from non-Chinese speaker teachers and learners. *Journal of Psycholinguistic Research*, 53, 75. <https://doi.org/10.1007/s10936-024-10113-5>

Martínez del Castillo, J. (2016). Identifying linguistic competence: What linguistic competence consists in. *Education and Linguistics Research*, 2(1), 120–141. <https://doi.org/10.5296/elr.v2i1.9225>

Rozells, D. (2023). The Sookmyung TESOL Intensive In-Service Teacher Training Program in South Korea. In A. Cirocki, R. Farrelly, & H. Buchanan (Eds.), *Continuing Professional Development of TESOL Practitioners* (pp. 195–220). Springer. https://doi.org/10.1007/978-3-031-42675-9_9

Wang, C., Shinno, Y., Xu, B., & Miyakawa, T. (2023). An anthropological point of view: Exploring the Chinese and Japanese issues of translation about teaching resources. *ZDM – Mathematics Education*, 55, 705–717. <https://doi.org/10.1007/s11858-023-01477-4>

Xie, Z., Zhu, X., Chan, S. D., & Yao, Y. (2024). Differentiated instruction by Hong Kong Chinese language teachers for non-Chinese speaking students in mainstream classrooms: The roles of teacher-student relationships and teacher motivation. *The Asia-Pacific Education Researcher*. Advance online publication. <https://doi.org/10.1007/s40299-024-00950-2>

CRediT Author Statement

Acknowledgements: No.

Funding: This research did not receive any financial support.

Conflicts of interest: There is no conflict of interest.

Ethical approval: The work respected ethics during the research.

Data and material availability: The data and materials used in the work are not publicly available for access.

Authors' contributions: 20% each author.

Processing and editing: Editora Ibero-Americana de Educação

Proofreading, formatting, normalization and translation

