

Research and Educational Trends of Korean Studies in Mongolia

Introduction

Since they established diplomatic relations in 1990, South Korea and Mongolia have had active exchanges in various fields, including politics, economy, society, culture, science, and education. As bilateral cooperation and exchanges increase, Mongolians have had an increasingly stronger aspiration to learn experience of Korea and their zeal for learning Korean has also continued to grow.

Korean studies in Mongolia can be largely divided into two areas: Korean studies research and Korean language education. Of the two, Korean language education has achieved greater development. On the occasion of the establishment of diplomatic relations between Korea and Mongolia in 1990, Korean language courses were opened at the Institute of Oriental Studies of the Mongolian Academy of Sciences. Following suit were the National University of Mongolia (1991), the University of Foreign Languages (currently University of the Humanities, 1992), Ulaanbaatar College (currently International University of Ulaanbaatar, 1993), and the Ulaanbaatar State University (1995). The number of Korean language students at regular education institutions increased sharply as these universities taught Korean as a major or a minor.

The rapid development of Korean language education in Mongolia has considerably elevated the level of the faculty, educational materials, curriculums, and contents. As of 2024, about 10 universities are operating regular Korean language courses. The number rises to 20 if universities that teach Korean as an elective course are counted.

Several thousand students majored in the Korean language or Korean studies over the past 30 years, and many Mongolian students also majored in Korean studies at Korean universities.

A brief introduction to Mongolian Korean studies is as follows: Korean

studies in Mongolia started in the 1970s by Professor B. Sumiyabaatar of the Institute of Language and Literature of the Mongolian Academy of Sciences. Before the two countries established formal relations, there had been little in Korean studies in Mongolia, except what had been done by Professor B. Sumiyabaatar. After the establishment of diplomatic relations, Mongolians' interest in Korea increased, and Korean studies research activities became vibrant. The number of Mongolians who studied Korea, which had been limited to one or two before 1990, increased to dozens, and they have been achieving significant results in the fields of Korean history, culture, language, and literature. As the number of researchers on Korea increased, so did the number of master's and doctorate theses published by students who majored in Korean studies. Hundreds of bachelor's theses were written by undergraduate students who majored in Korean studies.

As mentioned above, Korean studies in Mongolia continued qualitative and quantitative development and reached a certain level. It is not easy, however, for those at home and abroad to have a full grasp of the level and scope of research. This often causes difficulties in selecting a research topic or a thesis topic, and the research topics and objects overlap in some cases.

It is against this backdrop that we need to take a look back on the path that Korean studies in Mongolia have taken so far, to check out research results, and to explore a new research direction. To this end, all the research results that have been achieved over the past 30 years must be collected and organized.

There have been several papers on Korean language education and Korean studies research in Mongolia. But it is hard to say that they cover all of the domestic research results because they focused on researchers at major universities and research institutes, including the National University of Mongolia, and they dealt only with outstanding achievements in Korean studies. They also did not fully deal with research (such as master's and doctoral theses) made by Mongolian students who graduated from universities in Korea. In particular, analysis of the research results was not carried out sufficiently.

Therefore, this academic study aims to make a list of research papers and to make a content analysis of them to examine the level of the research to enable systematic understanding of the current state of education and research related to Korean studies in Mongolia.

Trends in Korean Studies Education

In the field of Korean studies in Mongolia, Korean language education has made an outstanding progress. The Institute of Oriental Studies of the Mongolian Academy of Sciences opened Korean language courses on the establishment of diplomatic relations between Korea and Mongolia in 1990. Afterward, following universities taught Korean as a major and a minor, which resulted in the increase of Korean language students at regular education institutions: the National University of Mongolia (1991), the University of Foreign Languages (currently University of the Humanities, 1992), Ulaanbaatar College (1993), Ulaanbaatar State University (1995), and Orkhon University (1998). In the 2000s, several universities began teaching the Korean language as a major and a minor, including the Mongolian University of Education (renamed Mongolian State University of Education), Seruuleg University (2001), Korea-Mongolia Technical College (2001), Mongolian University of Science and Technology (2002), and Darkhan University (2004).

Thanks to the rapid development of Korean language education in Mongolia, the standard of the faculty, educational materials, curriculums, and contents have reached a high level. The situation began to change in the 2010s, however. In 2007, a total of 25 higher education institutions—five national universities and 20 private universities—provided Korean language education. In 2021, only 11 universities are teaching Korean as a major and two as a liberal arts course. The number of universities teaching Korean dropped by 50 percent compared to that in 2010.

As a result, the number of teachers of Korean studies has decreased. Currently, the number of Korean language teachers at 11 universities is 74—50 Mongolians and 24 Koreans. In 2009, the corresponding numbers were

Table 1. Changes in the Number of Universities Offering Korean Language Courses and the Number of Students (Erdenesuren 2021, 12)

Year	1991	1992	1995	1998	2000	2006	2008	2010	2018	2021
Number of departments	1	2	4	6	8	17	25	25	10	11 (2)
Number of students	15	54	260	400	600	2507	1748 (1404)	1800 (1425)	805 (1761)	694 (2060)

63 for Mongolians and 45 for Koreans, which shows that there was about a 30-percent decrease.

Nevertheless, the number of students of Korean language has continued to increase since 1991. As of 2019, the number of students in Mongolian universities who took Korean language as a major or a liberal arts course totaled 3,201. The number of students who took Korean as a liberal arts (optional) course was 2,260, far exceeding 941 students who took Korean language as a major.

Research Trends in Korean Studies

This chapter summarizes and introduces the research results of Korean studies made by Mongolian researchers and scholars in Mongolia over the past 34 years from 1990 when the two countries established diplomatic relations to 2024. It is wrong to include joint archaeological investigations conducted in Mongolia on Korean studies research, and thus this chapter deals only with the research results made by Mongolian researchers in Mongolia.

Korean studies in Mongolia are evolving in various fields, including linguistics, history, sociology, literature and art, culture and folklore, pedagogy, politics and diplomacy, economy and business administration, and interpretation and translation. It is very difficult to introduce the research results in all the areas, so this paper will focus on the research results in traditional academic fields such as linguistics, history, and folklore.

Current State of Studies of Korean Language and Other Social Sciences-Humanities

This chapter aims to examine the current state of research of social sciences-humanities, including Korean language, in Mongolia since the establishment of diplomatic relations between Korea and Mongolia (March 26, 1990). This study covers the research results of domestic researchers and scholars in Mongolia and deals with theses, general papers (domestic academic papers) published in academic journals, and books (including professional books and textbooks). It is not certain, however, that this study can cover all the research

results made in Mongolia since 1990 because there is no system yet to verify and search all related research results in the country. Nevertheless, this study tried to collect as much information as possible, and therefore it reflects to a certain degree the research results in Mongolia. Notably, it reviewed papers presented to academic conferences held in Mongolia over the past 20 years and published by leading Korean studies journals. Of course, this study must have missed some, but it is expected to be a sufficient reference for understanding the trends in the development of Korean studies in Mongolia.

So far, there have been more than 100 master's theses related to Korean studies in Mongolia, and the number will increase if Mongolians who have received doctorate degrees in Korea are included.

A review of master's and doctoral theses in Mongolia

This paper reviewed master's and doctoral theses (181 master's theses and 28 doctoral theses) related to Korean studies in Mongolia, thereby obtaining the following results.

1. Master's theses

A total of 181 master's theses identified in our research are categorized by school and number of Mongolian and Korean students as follows.

Table 2. Classification of Master's Theses by School Where They Were Defended

Names of the Universities	Master's theses by Mongolian students	Master's theses by Koren students	Total
National University of Mongolia	48	12	60
International University of Ulaanbaatar	69	37	106
University of the Humanities	1	1	2
Mongolian State University of Education	4	3	7
Mongolian University of Science and Technology	5	1	6
TOTAL	127	54	181

Table 2 shows an interesting statistic: 70 percent of the total master's theses in Korean studies are by Mongolian students, and the remaining 30 percent are by Korean students. Of these, the number of Korean students who have defended their master's degrees at the International University of

Ulaanbaatar is the largest, at 68 percent.

In the case of master's theses by Korean students (54 theses in total), papers on Korean-Mongolian comparative linguistics topped the list with 35. Comparative linguistics was followed by the Korean teaching method, which produced 13 research works.

Research on modern international relations (i.e., Korea-Mongolia relations) has also been relatively active, with three in total. Lastly, there was one research work on history and one on socio-cultural studies.

Also, all of these Korean students defended their master's theses in Mongolian. From this, it can be observed that the International University of Ulaanbaatar, which leads in the number of Korean students, usually graduates in the fields of Mongolian-Korean comparative linguistics and Korean language pedagogy.

In the case of master's theses by Mongolian students (127 theses in total), papers on Korean-Mongolian comparative linguistics and literature topped the list with 64. Among them, there were 24 research works on comparative studies of vocabulary, 15 on morphology and syntactic theory. There were a total of 20 research works on comparative studies of proverbs and idioms, 3 on Color symbolism, and 2 on honorifics

Comparative linguistics was followed by the Korean teaching method, which produced 19 research works. Particularly, since the opening of a Korean language education master's degree program at the National University of Mongolia, a lot of research in this field has been conducted in the 2010s.

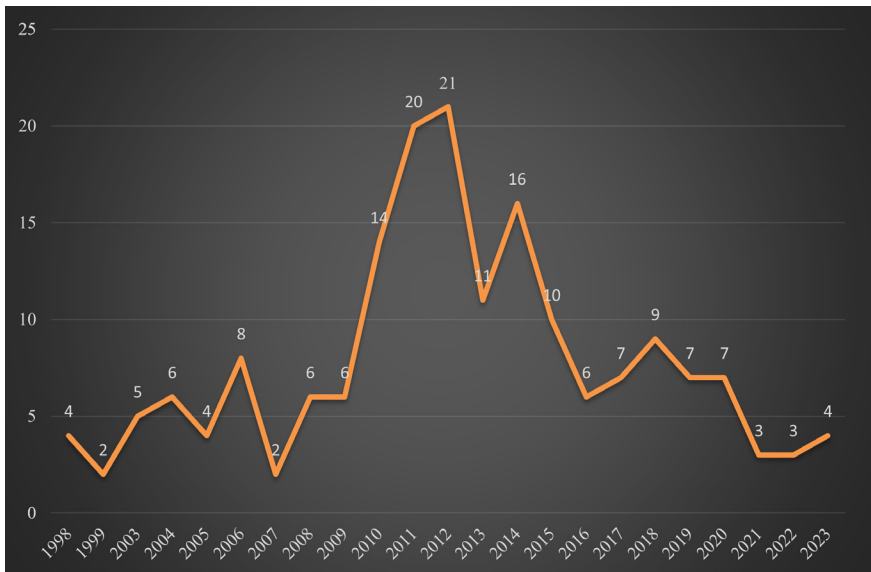
Relatively many studies, 16 in total, were also conducted on Korean-Mongolian translation.

Research on international relations (i.e., Korea-Mongolia relations) has also been active, with twelve in total. The research mainly dealt with international relations in Northeast Asia and the situation on the Korean peninsula, and cooperation and exchanges between Korea and Mongolia in certain areas.

Lastly, there were eight research works on history and eight on socio-cultural studies and folklore.

Table 3. Percentage of Research Fields in Master's Theses. Classification of Master's Theses by Year of Defense

Research areas	Quantity	Percentage
Korean-Mongolian comparative linguistics and literature	99	54.7%
Korean teaching method	32	17.7%
Korea-Mongolia relations	15	8.3%
Korean-Mongolian translation	17	9.4%
History	8	4.4%
Socio-cultural studies and folklore	10	5.5%
TOTAL	181	100%

**Graph 1.** Classification of Master's Theses by Year of Defense

2. Doctoral theses

A total of 28 doctoral theses identified in our research are categorized by institutions and number of Mongolian and Korean students as follows.

There were five of the domestic doctoral papers by Mongolian students on historical studies, three on international relations (two on Korea-Mongolia economic relations and one on law), two on Korean teaching method, three on Korean-Mongolian comparative linguistics and literature,

and five on Korean linguistics.

In conclusion, more than 80 percent of the topics of master's and doctoral degree theses were comparative studies, and comparative linguistic studies were outstanding among them. This shows that Korean studies in Mongolia can be said to be not pure Korean studies, but comparative

Table 4. Classification of Doctoral Theses by School Where They Were Defended

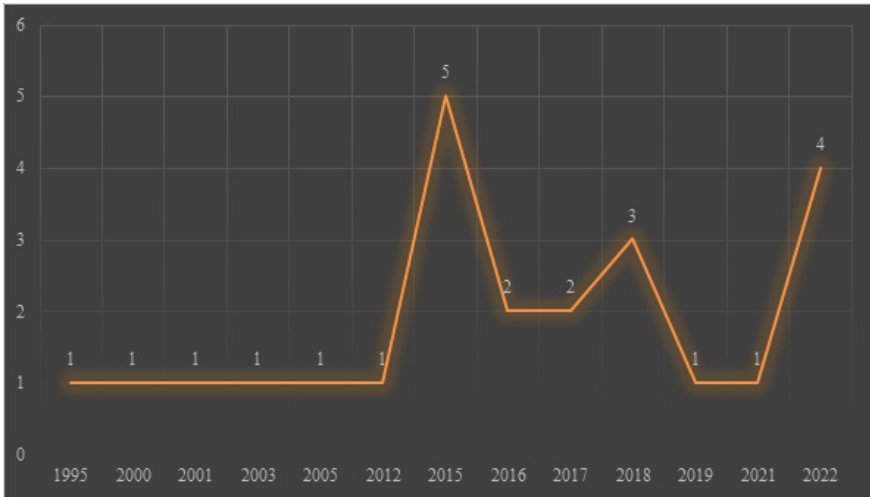
Names of Universities	Doctoral theses by Mongolian students	Doctoral theses by Korean students	Total
Institute of History, Mongolian Academy of Sciences	2	-	2
Institute of Language and Literature, Mongolian Academy of Sciences	-	1	1
National University of Mongolia	5	5	10
International University of Ulaanbaatar	1	4	5
University of the Humanities	2	1	3
Mongolian State University of Education	3	-	3
Mongolian University of Science and Technology	1	-	1
Graduate University of Mongolia	1	-	1
Others	2	-	2
TOTAL	17	11	28

Table 5. Classification of Research Fields in Doctoral Theses by Korean Students

Research fields	Total
History	1
Korea-Mongolia relations	1
Korean-Mongolian comparative linguistics	9
TOTAL	11

Table 6. Classification of Research Fields in Doctoral Theses by Mongolian Students

Research fields	Total
History	5
Korea-Mongolia relations	2
Korean-Mongolian comparative linguistics	3
Korean teaching method	2
Linguistics	5
TOTAL	17



Graph 2. Classification of Doctoral Theses by Year of Defense

studies of Korean and Mongolian—comparative studies of certain academic disciplines in both Korea and Mongolia, or studies of Korean-Mongolia relations and their bilateral exchanges.

There also were various textbooks, conversation books, dictionaries (wordbooks), and Mongolian translations of Korean books (literature and research books), but they were not covered in this study because they are to be dealt with separately.

The Recent Trends in Korean Studies

In order to check out the trends in Korean studies research, this paper examined papers presented to domestic and international academic conferences held in Mongolia since 2000 and to *Korean Studies*, the academic journal published by the Department of Asian Studies of the National University of Mongolia.

It showed that there were six academic papers on traditional Korean-Mongolia comparative linguistics, including those by B. Sumiyabaatar and Ts. Shagdasüren. There were a total of 14 papers on Korean morphology and syntactic theory. It is commendable that some of these research works were not comparative studies of Korean and Mongolian but dealt with Korean studies solely. Of course, quality is another matter, but it is good in

itself to find that there were non-comparative studies.

There were a total of 27 research works on vocabulary, some of which dealt only with Korean. G. Bayarmaa, B. Purevsan, and T. Munkhjargal published the most papers in this field. There were, however, no more than three papers on Korean phonology and phonetics.

Papers in pedagogy (Korean) and Korean teaching method—39 in total—occupied the largest proportion of Korean studies in Mongolia. Leading research in the fields included D. Sainbilegt, D. Erdenesuren, and T. Munkhjargal.

There were also eleven research works on Korean-Mongolia translation. But there was only one research on oral literature, which shows a considerable decline from the previous period.

Next came research on diplomacy and international relations, which totaled seventeen. Their main topics were the situation on the Korean peninsula and its relation to Mongolia.

There were relatively many studies on modern Korea-Mongolia cooperation and exchanges, which can be regarded as the results of efforts to put together cooperation and exchanges on the occasion of the 20th and 30th anniversaries of diplomatic relations between Korea and Mongolia. There were a total of 27 papers related to this topic, and they may well be good references for future research since they summed up cooperation and exchanges that had been made in various areas over the past 30 years.

Among them, there were relatively many papers that analyzed modern Korea-Mongolia economic exchanges. There were two papers on comparative studies of modern Mongolian-Korean law.

Papers on Korea's image and perception, Korean culture, and the Korean Wave (*hallyu*) have been recently increasing. There were eight such papers in total. D. Oyuntsetseg is regarded as a leading authority in this area.

Besides, there were four research works on folklore, seven on socio-cultural studies, four on folklore, six on North Korean studies, two on gender studies, and seven on others (two on transcription and one on traditional Mongolian studies teaching materials, comparative law, calligraphy, and art each).

Meanwhile, it turned out that historical study, which had a total of 42 research papers, was the most vibrant field of Korean studies in Mongolia.

Table 7. Classification of Korean Studies Articles by Research Field

Research fields	Number of articles
Korean-Mongolia comparative linguistics	6
Morphology and syntactic theory	14
Vocabulary	27
Phonology and phonetics	3
Pedagogy (Korean) and Korean teaching method	39
Oral literature	1
Korean-Mongolia translation studies	11
Diplomacy and international (Northeast Asian) relations	17
Modern Korea-Mongolia cooperation and exchanges	27
Comparative studies of modern Mongolian-Korean law	2
Socio-cultural studies	7
Folklore	4
Korean culture, and the Korean Wave (hallyu)	8
North Korean studies	6
History	42
Gender studies	2
Others	6
TOTAL	223

Overall, papers on Korean-Mongolian comparative linguistics topped the list with 50 (22.4 percent), followed by those on history with 42 (18.8 percent) and pedagogy and Korean teaching methods with 39 (17.5 percent). This shows that linguistics, history, and pedagogy (teaching method) are the main fields of Korean studies in Mongolia. This trend was confirmed in the master's and doctoral theses.

The number of researchers covered in this chapter was 80, of whom 59 or 75 percent understood Korean. This figure is relatively large considering the Mongolian population and the number of domestic researchers of foreign studies. This number will of course increase further if researchers of history (originally majoring in Mongolian history) who will be mentioned in the later chapter are included. It can be estimated that currently there are about 80 Mongolian researchers of Korean studies.

Current State and Future Trends of Research on the History of Korea-Mongolia Relations

Research before 1990

The first research work mentioning about the history of Korea-Mongolia relationship was *A Brief History of Mongolia* by A. Amar. After that, Volume 1 and Volume 3 of *Mongolian People's Republic* had brief descriptions about Korea, mainly dealing with how the Mongolian empire ruled Goryeo while it was conquering foreign lands, Korea-Mongolia relationship at the time, and the Yuan dynasty's expedition to Japan. These descriptions, however, were based on the research made by the Soviet Union, not on South Korean historical materials.

The first scholar who used Korean materials like *Goryeosa (History of Goryeo)* in the study of the Mongolian history was Dr. Ch. Dalai. In his book titled "Mongolia in the Era of the Yuan Empire", which covered one single topic, he made more detailed descriptions about the expedition to Japan and mentioned that *Goryeosa* contains important records about the Yuan empire, especially those which can shed light on the Goryeo-Mongolian relationship of the time.

Mongolia started to have experts who majored in Korean studies in the 1960s, who began putting out research works specialized in the history of Korea-Mongolia relations in the late 1960s.

B. Sumiyabaatar, who graduated from Kim Il Sung University in North Korea after majoring in the Korean language, laid the foundation for Korean studies in Mongolia as he put out two single-topic research works, which were titled "Problems of the Origin and Language Relationship between Koreans and Mongolians" and "The 13th-14th-century Korea-Mongolia Relationship Materials" and which covered the origin of the Korean and Mongolian people and the relationship between their languages.

Summing up the research of the Korean history before 1990, it can be said that, except for the single-topic research (published in a book), Korean history was mentioned briefly in research on other topics or did not go beyond being translated from the works of foreign researchers.

Research after 1990

Mongolia began to go on the path of democratization in 1990 and

established diplomatic relations with South Korea, which helped the two countries expand and develop bilateral relations in all areas, including politics, economy, and culture. The increased interactions began to result in quantitative and qualitative changes in the study of the history of Korea-Mongolia relationship.

From then on, cooperation between Korean and Mongolian scholars and researchers began in earnest, which gave an opportunity for them to obtain materials that had been inaccessible previously, especially those from Korea. For example, Professor B. Sumiyabaatar published a revised edition of his book from “The 13th–14th-century Korea-Mongolia Relationship Materials” with a title *A History of Middle Ages Korea-Mongolia Relations: References* while teaching at Dankook University as a visiting professor.

Korean studies researcher B. Lhagva received a doctorate in 1995 with a thesis titled “Characteristics and Mutual Impact and Traces of the 13th–14th-century Korea-Mongolia Relations.” Dr. Lhagva later published his thesis as a single-topic book titled “From the Tradition of Korea-Mongolia Relations.” This book is important in that it is the first publication to examine the overall aspects of Korea-Mongolia relations in the Middle Ages.

Also, Dr. Ch. Dalai, a full member of the Academy wrote a separate booklet using Korean and Mongolian historical materials with a view to making a fresh evaluation of the historical relationship between Korea and Mongolia during the ancient and medieval times.

After 1990, an extraordinary phenomenon emerged in the history of Korean studies in Mongolia: Mongolia began to train experts majoring in Korean, and some of them received master’s and doctorate degrees in Korea-Mongolia relations. For example, Professor J. Battör of the National University of Mongolia obtained a doctorate in history in 2000 with a thesis titled “Major Issues of the 20th-century Korea-Mongolia Relations: 1910–1950.” He also published a single-topic publication and academic papers on modern Korea-Mongolia relations.

Besides, Shin Sang-gyun and L. Khaisandai tried to make a comprehensive review of the history of modern Korea-Mongolia relations since 1990. Korean studies researcher Ts. Tserendorj obtained a doctoral degree in Korea in 2010 and published several papers on Korean history and Korea-Mongolia relations in the Middle Ages. Also, he obtained a science doctoral (Sc.D.) degree with a thesis titled “Mongolia and Korea in the 15th–19th centuries: History and

Source Analysis” at the Mongolian Academy of Sciences in 2023. He also published the single-topic publications, which were titled “15th–19th-century Mongol-Korea Relations” and “Historical Traditions of Mongol-Korea Military Relations” in 2024 and 2025.

Professor G. Erdenechimeg of the Department of Asian Studies at the National University of Mongolia received a master’s degree with a thesis titled “The Impact of Marriage on Korea-Mongolia Relations in the 13th–14th centuries” and published several papers on the medieval Korea-Mongolia relations.

She further deepened her studies and earned a doctorate in 2016. Professor B. Ariunbaigal of the Department of Asian Studies at the National University of Mongolia also received a master’s degree with research on the 13th-century Korea-Mongolia materials and published several papers. She eventually obtained a doctorate in 2018.

Besides those mentioned above, among single-topic works which covered regional history, there were some that indirectly mentioned the history of Korea-Mongolia relations and their cultural relationship. Noteworthy among them were works by Sh. Natsagdorj, Ch. Dalai, Ts. Shagdarsüren, T. Mönkhsetseg, J. Bor, and D. Ulambayar.

The writers of the co-authored works such as the five volumes of *Mongolian Military History*, *External Relations of the Mongolian Empire*, and *The Yuan Empire of Mongolia* covered to a certain extent the history of Korean-Mongolian bilateral relations, culture, and military issues.

But except for the co-authored work, *External Relations of the Mongolian Empire* (B. Lhagva wrote the part on Korea-Mongolia relations), they cannot be regarded as the first research that used original materials written in Korean because they were not authored by those who majored in Korean studies.

Scholars like D. Tsedev, B. Sumiyabaatar, J. Boldbaatar, A. Ochir, Ts. Shagdarsüren, S. Tsolmon, N. Khishigt, and A. Punsag published works that covered Korea-Mongolia relations from ancient to modern times and various aspects of cultural exchanges.

Works published in recent years on Korea-Mongolia relations included one by Professor S. Tsolmon who clearly mentioned how Korea-Mongolia relations were reflected in Mongolian historical materials—a collection of Korean materials on Korea-Mongolia relations of the era of Kublai Khan, which was published by Professor B. Sumiyabaatar, a collection of articles

and Op-Ed pieces related to Korea-Mongolia relations that were published by Mongolian newspapers from 1945–1990, and a collection of seminar materials.

Besides the history of 13th–14th-century Goryeo-Mongolia relations, there is a trend in recent years of paying attention to the history before and after that period. In other words, researchers began to expand the scope of research on the history of the relations between the two countries to the period before and after the Mongolian empire.

Mongolian researchers published several papers after conducting research on the period after the Mongolian empire, especially Korea-Mongolia relations during the Joseon dynasty.

The work to induce young researchers into this category and help them obtain master's and doctoral degrees is also expanding to an appropriate scale. For example, young researchers recently examined *The Veritable Records of the Joseon Dynasty* to do research on materials related to the education of Mongolian language at the Korean translation and interpretation office called Sayeokwon. The research was aimed to shed light on Joseon's policy toward Mongolia by looking into the translation office. Researchers also did research on *Yeonhaengnok*, a travel record made by envoys to the Qing dynasty, to shed light on Korea-Mongolia relations during the 17th and 18th centuries. They also collected and analyzed news articles on Mongolia and Korea-Mongolia relations published by Korean newspapers in the first half of the 20th century.

Another important direction of the Korean studies research is the history of ancient Korea-Mongolia relationship, but so far, comprehensive research on the two countries' bilateral relations during the period has not been done properly. Nevertheless, there is a recent small development in the area as single-topic works and papers began to come out on ancient Korea-Mongolia relations, especially on relations between countries that had ruled Mongolia like Huns, Xianbei, Rourans, Göktürks, and Khitan, or Korean dynasties such as Goguryeo and Balhae.

In addition, the basic Korean historical materials like *Samguk yusa*, *Balhae-go*, and *Samguk sagi* were translated by Ts. Tserendorj. Such efforts are expected to become a strong foundation for in-depth research on the history of Korea-Mongolia relations.

Conclusions

This study observed the state and trends of Korean studies education and research in Mongolia during the 34 years from 1990 when the two countries established diplomatic relations until 2024. Issues related to education of Korean language and Korean studies at Mongolian institutions of higher education have already been studied and pointed out by several scholars in the past, so we would like to say a few words on the study of Korean studies as a conclusion of this study.

The research outcomes in Korean studies over the past 30 years show that those on linguistics, history (history of Korea-Mongolia relations), and pedagogy were most outstanding. It also was confirmed that Korean studies research results have been steadily growing and that their ceaseless qualitative and quantitative development have brought up the level of Korean studies to a fairly high level compared to the previous period.

The number of Korean studies researchers active in Mongolia also increased considerably, reaching about 80. Most of them are professors and instructors who majored in Korean studies and who belong to universities. Besides Korean studies researchers who understand Korean, there are several scholars in other research fields who are interested in Korean studies and write research papers.

This progress and trend are not free of problems, however. Above all, we would like to point out that there are many who study diverse areas at the same time instead of majoring in a certain specialized area. The failure to do in-depth research on one single field directly affects the quality of research.

We would like to suggest the following to develop Korean studies research in Mongolia and take it to a new stage. It is true that the comparative studies and research on the history of Korea-Mongolia relations have been an important direction of Korean studies, but it is also worth paying attention to research on pure Korean language studies and Korean history. In particular, studies of the history of Korea-Mongolia relations require translation into Mongolian of major Korean historical materials and publication of them with the addition of academic notes so that they can be used as academic materials. At the same time, various teaching materials, including those related to Korean literature, folklore, religion, culture, and geography, should be developed.

Lastly, many jobs for Korean studies researchers should be created. If not, there is the possibility that the situation of Korean studies education and research may go in a worse direction than now. Therefore, continuous and active support is needed from the Korean government and research institutes.

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