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部件缺失：	为——（为）	闹——（闹）
	我——（我）	微——（微）
部件增添：	写——（写）	统——（统）
	住——（住）	找——（找）

左右互换：	和——（味）	加——（叻）
上下互换：	冒——（昌）	末——（未）
上下结构变左右：	多——（夕夕）	另——（加）
部分部件畸形：	唱——（唱）	临——（临）
方向颠倒：	虐——（虐）	上——（上）

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9 10

14                    師  
15                    車  
16            學  
17            羣  
18                    峯

19  
20  
21

19    "    "                    " 맥주" " 맥주"                    "    "                    "  
"            "    "    20    "    "                    " 오전" " 오전"                    "    "  
"    "            "    "    21    "                    "                    " 고속도로" " 고속도로"  
"    "            "    "                    "

22                    粧  
23  
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25  
22 - 25    "    粧    "    "    "    "    "    "

26

27

26 27 " " " " " " " " 소개

"채소" " " " " " " " " " " "

" 소개" "채소" " " " " "

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28

" " " " " " zhi"

" " " zhi" " 경치" " "

"경치" "치" " " " " " "

29

厶

30

畚

31

媪

29 - 31

"厶" "畚" "媪" " " " " " "

“ ” “ ”

開	閔	雲	嚮	蓁	鬆	鬚
廠	廣	產	鞏	麗	製	準
虧	條	麵	誌	殊	飈	讚
雖	類	殺	號	離	親	噸
尋	寧	奪	慮	棄	纍	
謎	術	衛	曇	團		

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## LI Yanjun

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After survey and analysis on the error types of the simplified Chinese characters in the Korean' s acquisition of Chinese we summarize three main factors to cause the errors. That is self-features of the simplified Chinese characters historical background of the traditional Chinese characters used and Chinese words in Korean. Aiming at the factors we put forward to the strategy to resolve the negative transfer for the acquisition of the simplified Chinese characters caused by the traditional Chinese characters and the Chinese words in Korean. We suggest that we should promote the effective result of the simplified Chinese characters through the textbook compilation of Chinese characters the development of teaching assistance equipment the division of teaching groups and the introduction of new technology.

Chinese characters' teaching to the Korean error analysis individual difference Solving Strategy