made it difficult to ask questions or point out problems. The results showed that CTM was the most preferred choice in the Gyeongsang Province, where traditional Confucian ideas remained, while free DTM was preferred in Seoul, the most open area, and MTM in the Jeolla Province, the intermediate area.

However, after conducting lessons using three teaching methods over two weeks, changes were evident in the Gyeongsang and Jeolla Provinces. In the Gyeongsang area, the preference was changed from CTM to MTM, and in the Jeolla area, it shifted from MTM to DTM. In Seoul, it was found that the students preferred the discussion culture, as they had before.

The most preferred teaching method for the Korean youth in this survey was DTM, which allows them to freely express their opinions. However, when we look at the trends of change, we can see that the students do not come to prefer DTM directly, but prefer DTM after changing from CTM to MTM.

In conclusion, it can be seen that the influence of Chinese Confucian thoughts on the Korean educational culture influenced CTM (accepting the teacher's teaching as is), but after the introduction of Western culture, the culture has been transformed into a discussion culture.

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