

Research on Innovation of College Korean Teaching Methods from the Perspective of Intercultural Communication

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Abstract: Basic Korean language courses are both a process of language learning and a process of experiencing Korean culture for beginners of Korean language from a zero-starting point in universities. The introduction of culture into Korean language teaching is crucial for stimulating students' interest in learning, innovating learning methods, improving learning effectiveness, and cultivating students' cross-cultural communication skills. This article explores a new approach to the reform of Korean language teaching based on the introduction of culture into junior Korean language teaching in universities. The Korean song introduction method, task driven method, and speech lab Korean speech chat method have good innovative applications in Korean language teaching, which plays an important role in promoting the realization of Korean language teaching objectives in vocational colleges and achieving the optimization of Korean language teaching effects.

Keywords: College; Korean Teaching Methods; Intercultural Communication

1. INTRODUCTION

Language is the carrier of culture, and cultural transmission requires the power of language. Language and culture are interdependent and interact with each other. The cultural characteristics of a country and the culture and customs manifested in various aspects of social life must be reflected in its own language. Korean is the summary and summary of the social, political, historical, and cultural life experiences accumulated over generations in South Korea. In the process of Korean language teaching, integrating Korean related cultural background and content into language teaching is called cultural introduction. Russian writer Tolstoy once said, "What is needed for successful teaching is not coercion but stimulating the interests of students."

Interest teaching refers to teachers adopting flexible and changeable methods for teaching objects and content, utilizing students' curiosity, rebellious psychology, and innovative psychology to create a harmonious and warm learning atmosphere, stimulate students' thirst for knowledge, enable students to accept knowledge and grasp skills in emotional pleasure, and achieve the best teaching effect. At present, due to factors such as limited class hours, students' lack of foundation, and students' lack of learning motivation, Korean language teaching in vocational colleges serves as the center of the classroom. The teaching method is mainly teaching, and students only blindly listen to the teacher's lectures, lacking various sensory stimuli, and lack of participation in learning, resulting in nervous system fatigue, drowsiness, lack of spirit, and weariness of learning, thereby failing to achieve teaching objectives and teaching results.

First, the reform of Korean pronunciation teaching. First, compared to Chinese pronunciation, Korean pronunciation has no tone, but it has a tone, and can distinguish between Korean Putonghua and dialects based on the pitch. Secondly, Korean does not have "F, R, V" sounds, which can pose significant obstacles when speaking some foreign words.

Pronunciation is a fundamental part of language learning, and accurate pronunciation is the basic condition for learning a language well. Therefore, teachers should often listen to the recorded pronunciation of some authentic textbooks for students in the actual teaching process. In college basic Korean language teaching, the content of cultural introduction mainly involves cross-cultural communication, but it should be noted that in the process of classroom organization and teaching, the language classroom cannot be turned into an art classroom. It is possible to properly explain Korean music, history, politics, etc. based on language, but it is not allowed to introduce too much to avoid deviating from the theme and affecting the quality of Korean language teaching.

The introduction of Korean culture into Korean language teaching in junior college students serves to improve the quality of Korean language teaching and is an auxiliary part of language teaching. Cultural introduction is an effective supplement to language teaching. Therefore, it is necessary to follow appropriate principles in the process of cultural introduction. During the preparation process, it is necessary to select cultural content that helps improve students' ability to learn and apply Korean language, avoid transforming the language classroom into a single Korean culture explanation and dissemination classroom.

2. THE PROPOSED METHODOLOGY

2.1 Principles of cultural introduction in Korean language teaching under cross-cultural communication

Nowadays, many related majors in many vocational colleges have opened basic and specialized Korean courses due to their international integration and Sino Korean friendly communication activities. In addition, specialized Korean courses have been added to majors, increasing the intensity of Korean language teaching. However, in Korean language teaching, firstly, Korean courses are not considered as the

main direction for job hunting and employment, and the number of class hours is relatively small; The second is that most of the students have zero basic learning, and some students have questions about the significance of learning Korean, as well as lack of confidence in learning Korean well; The third reason is that teachers lack knowledge of professional real work tasks and cannot guide students to practice oral English in simulation tasks. Therefore, when teaching, teachers can only select important knowledge points, select content that students may use in their work and life, and practice it, deleting or weakening relevant cultural backgrounds, knowledge connotations, and expanded knowledge, leading to many problems in Korean teaching methods in vocational colleges.

Reform of Korean vocabulary teaching. In the current process of learning Korean vocabulary, Chinese characters can interfere with students' learning of Chinese characters and words in Korean. There will be words in Korean that have the same meaning as the same word in Chinese, words that have different meanings with the same word, and words that have different characters with the same word, all of which will have a certain impact on students. In addition, during the actual learning process, students may encounter idioms that cannot be found in the dictionary. Generally, the meanings of verbs, nouns, and adjectives in idioms may differ from those in the dictionary. Sometimes, when students read an article, they simply cannot recognize it as an idiom. Comparison of Chinese and Korean cultures. During the process of cultural introduction, teachers can guide students to compare similarities and differences between Chinese and Korean cultures, thereby deeply understanding the differences between Chinese and Korean cultures and improving the cultural sensitivity of cross-cultural communication.

For example, words with the same form in Chinese and Korean may also have different connotations. Teachers can choose typical new words to explain. The goal of Korean language teaching in vocational colleges requires students to be able to engage in smooth daily life conversations, and listening and speaking dialogue is the most difficult thing in Korean language teaching. How can we better cultivate students' autonomous training in listening and speaking ability? Teachers can use the Korean Language Teaching Phonics Room to allow students to independently chat in Korean language for 10 minutes per class. One is to provide students with a communication platform to speak Korean with open mouth; Second, teachers can guide and supervise students' practice; Third, students seek a sense of achievement in practice, thereby forming a good learning atmosphere; Fourth, the choice of different levels of Korean language proficiency through voice chat partners during the exercise affects students' entrepreneurial psychology and objectively cultivates students' awareness of autonomous learning. Reform of Korean grammar teaching. Korean language teaching itself has a certain degree of humanity and instrumentality, and teachers should pay attention to reforming and innovating Korean grammar teaching in the actual teaching process.

2.2 Research on Innovation of College Korean Teaching Methods

In Korean word order, the predicate follows the subject and object, so to distinguish between the subject and the object, auxiliary words are often used, while many Chinese students rarely use auxiliary words. Secondly, there is honorific language in Korean. Generally, in Korean communication, honorific language is used for people who are older and have

higher status than themselves, while non honorific language is used for those who are younger than themselves, which is also a difficulty for many Chinese students in the process of learning Korean grammar. The teacher organizes students to discuss a cross-cultural communication issue in real life, mobilizing the entire class to have an orderly discussion, and then answering specific communication topics to deepen their understanding of Korean culture. Students in cultural discussions should use their brains, actively participate in them, and express personal or group opinions.

Before a cultural discussion, teachers should determine the appropriate topic, control the progress of the discussion, and control the situation. They should not only promote cooperation between students, but also encourage introverted students to speak. In the design of teaching content, the teacher purposefully arranges students to combine Korean songs after class to find and collect information about their creative roots, cultural background, lyrics, singer information, lyrics, and composers, and share it in class. It is best to share it in Korean to expand the teaching content, which can be extended to Korean culture, including Korean history, Korean etiquette, Korean clothing, Korean food, Korean life, and other information, To enrich students' knowledge, enhance cultural heritage, help students love Korean culture, and strengthen their love for Korean language learning; Helping students find jobs for Korean funded enterprises smoothly; It is helpful to improve students' personal knowledge level. Before or during class, the teacher selects topics related to teaching progress or focuses on current hot issues, organizes students to hold small cultural lectures within the class, cultivates students' interest in culture, and enhances cultural sensitivity. Through lectures, students can have a comprehensive and systematic understanding of South Korea and its culture.

After the discussion, the teacher can encourage students to ask questions, discuss, debate, etc., and conduct in-depth communication and sharing learning on a certain language or cultural knowledge point. In teaching design, teachers should select typical work tasks, refine, and quantify typical work tasks to specific subproject work tasks, combine teaching objectives and teaching content, and use subproject tasks as effective tasks for classroom teaching. The completion of real tasks reflects the realization of teaching effects and stimulates and drives students to learn. The selection of sub project work tasks must be based on real tasks, which means that students will encounter tasks that need to be handled during internship and employment; Second, it is necessary to integrate the knowledge of listening and speaking, vocabulary, grammar, and other aspects of Korean language teaching, so that the knowledge points can be applied to specific real work and carry out second classroom learning.

Literary works are the essence of national culture and the accumulation and precipitation of traditional culture. Introducing culture into the language classroom can provide in-depth understanding of the historical and cultural background, customs, social communication, external relations, and other aspects of the target country's nation and country. In addition to the basic Korean language classroom, teachers can lead students to systematically guide them to read Korean literary works, newspapers, or browse related content online for online reading. At the same time, regular book sharing meetings can be held to stimulate students' enthusiasm for reading, thereby improving their language skills.

3. CONCLUSION

Culture is the soul of a country and a nation. In Korean language teaching, teachers need to teach not only superficial language knowledge, but also the culture behind the language. Language knowledge and cultural knowledge promote each other. Therefore, while imparting language knowledge, teachers should introduce culture and incorporate cultural content into language classroom teaching with the rapid development of China's social economy, more attention should be paid to the development of Korean language teaching in universities. Teachers should constantly reflect on teaching, actively combine various innovative theories to provide good development direction for the reform and innovation of Korean language teaching in universities, and better develop the comprehensive abilities of students.

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