

Research on Korean Language Teaching in International Cooperation in Higher Vocational Education under the New Situation

Meixiang Zhao

Shandong Vocation College Science and Technology, Weifang 261053, Shandong, China.

Abstract: International cooperation in running schools is a new development trend in the current education industry. It is to teach students a variety of knowledge under the influence of multicultural integration. This teaching mode has important practical significance for the implementation of the training goals of compound talents. In the mode of international cooperation in running schools, students' learning knowledge can be effectively broadened, and opportunities for improvement will increase accordingly. This has a practical effect on improving students' comprehensive development level and is also conducive to their overall competitive strength.

Keywords: New Situation; International Cooperation in Running Schools; Korean Language Teaching; In-depth Exploration

With the continuous development and progress of modern society, the degree of integration between various cultures is constantly deepening. This is an opportunity for advancement and a new challenge for the implementation and development of talent training. Under the influence of this new trend of development, my country's education industry has gradually realized the organic integration of foreign language teaching and specific professional teaching, helping students to solidly grasp the foundation of basic scientific knowledge and training, and targeted training of their foreign language skills. Sustainable development and progress deliver a steady stream of power.

1. Significance of higher vocational international cooperation in running schools in the new situation

My country's education undertakings have undergone various degrees of innovation and development under the development trend of social education internationalization. There are more and more opportunities for cooperation and exchanges between domestic education work and foreign teaching institutions, and the application and popularity of the international cooperative school-running model has also increased. Driven by this social development situation, each education and teaching unit has gradually deepened the research level of foreign education and teaching methods, and gradually explored the practical feasibility of international cooperation in running schools, and then carried out its specific teaching procedures and management methods in a timely manner. Adaptive adjustment and innovation, in order to enhance the actual teaching quality and efficiency on the basis of ensuring the orderly development of various teaching activities, and cultivate more high-quality compound talents for the society.

2. The status quo of Korean teaching in international cooperation in higher vocational education

Chinese students have less contact with Korean in their real life, which makes their basic theoretical knowledge base poor. Therefore, when they actually participate in international cooperative teaching activities, their learning efficiency is not good. From the point of view of the makers of the teaching model, the establishment of various teaching goals is too ideal and

does not actually relate to the actual situation of student development. The design of practical teaching activities also lacks a certain degree of scientificity, and students cannot effectively participate in it. In the eyes of students, the rich and diverse learning resources are of low value in actual use, and they cannot be effectively connected with their actual learning activities. From the perspective of teacher teaching, its teaching mode is single, and its teaching methods are fixed. It cannot make adaptive adjustments according to the changes of students' learning situation in a timely manner. If things go on like this, it will reduce students' learning initiative and enthusiasm, which is not conducive to their overall teaching activities Orderly development. The teaching of knowledge and skills in Korean language teaching is highly targeted. If Korean language skills are continuously exercised on students in this state, it will cause waste of resources and lag in the teaching process. It will not fully demonstrate the fundamental purpose of the new situation of international cooperation in higher vocational education.

3. Specific exploration of Korean language teaching in international cooperation in higher vocational education under the new situation

3.1 Correct selection of teaching materials and reasonable setting of teaching goals

Compared with teaching in higher vocational colleges, the actual teaching time of higher vocational colleges is shorter. In order to better teach students knowledge, teachers should teach them practical skills according to the characteristics of talent training in higher vocational colleges. Emphasis is placed on the practical expression and application of Korean. In order to help students adapt to Korean life or the working atmosphere of Korean companies as soon as possible, teachers should choose textbooks that emphasize listening and speaking and light grammar when choosing textbooks, so as to highlight the practical and applied skills teaching characteristics of their international cooperative education classrooms. In the actual teaching of the content of textbooks, teachers should also reasonably set their teaching goals according to the development of students, so as to guide students in various learning activities to be targeted, and to improve their Korean language skills in a targeted manner.

3.2 Introduce foreign advanced teaching resources, Chinese and foreign teachers cooperate in teaching

The mode of international cooperation in higher vocational education has advanced teaching resources from both China and foreign countries. It is an important way for my country's higher vocational education to absorb advanced foreign experience. Therefore, when higher vocational colleges use it to teach Korean, they should refer to Korean teaching methods in a timely manner, or invite Korean teachers to cooperate with Chinese teachers to teach, so that students can intuitively feel Korean culture during the actual participation in teaching activities, and increase opportunities for Korean language training and promote the orderly development of Chinese and Korean language skills teaching. Chinese teachers can also learn South Korea's advanced teaching concepts and teaching management methods, and deliver energy to improve their comprehensive development quality.

3.3 Innovative assessment model

There is a certain bias between the traditional written test-based examination and the characteristics of Korean teaching in higher vocational schools. Therefore, under the promotion of the international cooperative school-running model, teachers innovate assessment magic in a timely manner, create diversified examination methods, and strive to test students' theoretical knowledge base while being comprehensive. Grasp the development of students' language listening and speaking skills, and then guide them more specifically.

4. Conclusion

To sum up, international cooperation in running schools is an important channel to show the results of the foreign exchange work of education, and it is also an important way to absorb advanced foreign culture. This is not only of constructive significance for promoting the sustainable development and progress of my country's education, but also conducive to helping train students. His foreign language application ability has laid a solid foundation for him to better adapt to the international development environment.

References

1. Cui Y. Research on the international cooperation of Korean language majors in higher vocational education under the new situation. *Journal of Liaoning Higher Vocational College* 2020; 22(02): 44-47+108.
2. Ji S. A new exploration of the practice of internationalized talent training in my country's universities driven by school-enterprise cooperation. *China Business Review* 2021; (01): 190-192.