

Analysis of Strategies to Improve Students' Intercultural Communication Skills in the Teaching of Korean Language in Colleges and Universities

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Abstract: Intercultural communication refers to the promotion of communication between people with different cultural backgrounds. In recent years, special attention has been paid to the study of the phenomenon of intercultural communication in the work of education and teaching, especially the teaching of foreign language majors has begun to take the cultivation of intercultural communication ability of talents as the core objective, and various courses on national and foreign culture are proposed to be offered to compare the culture of different countries or regions. The differences between the cultures of different countries or regions, and thus regulate the way of communication. In the teaching of Korean language education, improving students' intercultural communication can enable them to better understand the rules of interaction and multicultural forms in Korean and North Korean culture, so that students can better interpret the behavioural orientation of the object of intercultural communication in a communicative context, like in the interaction between teachers and students in Korea, all of them will expect each other instrument to speak and act in a more dignified and appropriate manner.

Keywords: Korean language; Intercultural communication; Cultural exchange; Educational teaching

1. Introduction

Intercultural communication between people of different cultures often encounters barriers, usually due to people's "self-judgement", where they use their own cultural perspective to observe people from other cultures, resulting in a clash of cultures and a failure to continue communication. This is a sign of insufficient intercultural communication skills, and the development of intercultural communication skills through education and teaching will help future multicultural interaction and intercultural integration, so that talents can freely travel between two cultures and learn more intercultural knowledge^[1].

2. The Importance of Studying Intercultural Communication

The importance of intercultural communication in education and teaching is reflected in two specific aspects. On the one hand, culture, as a unique social heritage in human development, is also a guide for people's actions. It contains elements such as religion, customs, historical traditions, values and social institutions, etc. If intercultural communication skills are cultivated in education and teaching, it will be beneficial for talents to understand the context, communicative objects and appropriate behavioural information in the target culture, and play a guiding role in good communication. On the other hand, language is an important vehicle for reflecting national culture, and it is also profoundly influenced by the wider culture. Words that mean the same thing in different cultures may have widely different cultural connotations, and failure to understand the cultural differences behind them will hinder communication^[2].

3. The Basic Framework of Intercultural Communication Ability of Students in the Teaching of Korean Language in Colleges and Universities

In the process of teaching Korean in higher education, a basic framework of intercultural communication competence can be constructed in order to shape the intercultural communication competence of students.

(1) To understand the concepts of intercultural competence and intercultural communicative competence, it should be clear that intercultural competence and intercultural communicative competence are reciprocal from the point of view of teaching foreign language courses, but this understanding is narrower and in line with the current educational and teaching environment. However, in Korean language teaching it is not enough to carry out language skills training; the language has to be used in communicative activities, and if

students are unable to express their language skills in communicative situations, then the development of language skills loses its meaning and language teaching is not successful in this way.

(2) To have a global perspective, a global perspective in the teaching of Korean means that students are made fully aware that different regions have different cultures, but that this difference is not meant to be used to compare strengths and weaknesses, and that many students tend to have prejudices or misconceptions about cultural differences. In shaping a global perspective, the focus is on the development of students' intercultural awareness and thinking, which is characterised by independence, based on the cultural foundations of one's own country and nation, a sense of confidence and independence in one's own culture, and on the basis of which one compares and evaluates it with the cultures of other countries or nations, mainly to judge the differences between cultures. In terms of intercultural thinking, students are required to be willing to take the initiative to understand and accept different cultures, and only by thinking in a way that recognises the cultural differences of different countries can they promote intercultural communication^[3].

4. Effective Strategies to Improve Students' Intercultural Communication Skills in the Teaching of Korean Language in Colleges and Universities

(1) Change the Teaching Concept and Establish the Awareness of Cultural Heritage

In the teaching of Korean language majors in colleges and universities, the teachers concerned should change the backward concept of emphasizing the cultivation of language ability rather than cultural communication ability as soon as possible, and establish the advanced educational consciousness of "consolidating students' language foundation, cultivating students' communication ability and promoting Chinese cultural heritage" in the teaching, so as to avoid Korean language majors' lack of intercultural communication sensitivity in their learning. In addition, the course focuses on the development of communicative skills related to the knowledge of the Korean language based on the development of the five skills of listening, speaking, reading, writing and translating, as well as on the exploration of the differences between their own culture and the culture of the target country, and the strengthening of the integration of the traditional culture of the Korean peninsula and the Korean national culture in the teaching, which will also strengthen the students' awareness of the heritage and development of their own culture^[4]. This will also strengthen students' awareness of their own cultural heritage and development^[4].

(2) Optimise the Curriculum and Clarify the Objectives of International Talent Training

The importance of cultivating intercultural communication skills in Korean language majors. However, the existing curriculum of Korean language majors' intercultural communication skills training is unreasonable, and not many universities offer courses on traditional culture of the Korean Peninsula and Korean folk culture. The content of the courses is also focused on social and cultural aspects, while the few courses that do include cultural exchanges between the two countries are fragmented, making it difficult to form a scientific system for these courses. In fact, the concept of culture is very broad, and can be condensed in and outside of matter, and the transmission and exchange of culture involves customs, geography, history, lifestyles, traditions, values, literature and art, and norms of behaviour. Therefore, it is important to optimise the intercultural communication curriculum of Korean language majors and to clarify the objectives of international talent training, not only to ensure sufficient time for intercultural communication-related courses, but also to ensure that the content of the courses is rich, and to emphasise the exercise of students' critical thinking skills, so that they can gradually develop intercultural communication literacy^[5].

(3) Reform Teaching Methods and Build a New Model of Talent Cultivation

In the teaching of Korean language in colleges and universities, in order to effectively cultivate students' intercultural communication ability, it is also necessary to promote the innovation and reform of teaching methods and build a new model of talent cultivation, mainly to realize the organic combination of language teaching and intercultural teaching, and teachers should flexibly use various types of teaching methods to create a good intercultural atmosphere for students' learning, so that students can understand the differences between cultures through their own feelings.

(4) Improve the Intercultural Training of Teachers and Create an International Teaching Team

For the teaching and development of intercultural communication skills of Korean language students in universities, high quality educators are also needed, as the saying goes, "iron sharpens iron", and teachers themselves must have good intercultural communication skills. The three aspects of intercultural communication literacy are motivational awareness, knowledge and skills, and teachers need to actively learn and improve them through practical experience. For Korean language teachers, participation in most social service activities not only allows them to learn about more diverse cultures, improve their intercultural communication skills and teach their students in the

classroom, but also gives back to the community and brings more value to the educator. In addition, to create an international team of Korean language teachers, the introduction and selection of foreign teachers should be strengthened. In this regard, universities should change the treatment of foreign teachers and expand the channels for the introduction of talents to facilitate the attraction of more quality teachers to help develop the intercultural communication skills of students, and the teaching of foreign teachers is no longer limited to basic language learning, speaking and listening.

5. Conclusion

The definition of intercultural communication competence is also not limited to the linguistic communication component, but also includes many non-linguistic communication components. Instead of asking students to focus only on the grammar and vocabulary of Korean language knowledge and the nature of the language itself, more attention is paid to and reflection on the profound culture behind this language knowledge. Inherent teaching concepts will no longer apply, and educators will have to be humanistic-minded and critical thinkers who can judge the correct value content of students' intercultural learning, and subconsciously improve students' intercultural communication skills for society to cultivate applied language talents.

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Fund project:

This work was supported by the Seed Program for Korean Studies through the Ministry of Education of the Republic of Korea and the Korean Studies Promotion Service of the Academy of Korean Studies (AKS-2020-INC-2230008).