

The significance and realization of cultural education in Korean language teaching

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Abstract: Language and culture themselves have a complementary relationship and are closely linked. Therefore, Korean teachers should try to integrate cultural education when teaching, so as to improve the quality of teaching and allow students to better enter the context and strengthen their knowledge understanding. This article mainly describes the significance of cultural education penetration in Korean language teaching, discusses the methods of infiltration, and expresses some personal views and opinions on matters that need attention.

Keywords: culture and education; Korean language teaching; Main significance; Implementation path

Introduction: Many students today say that language learning is difficult, and the reason is that students are not in the appropriate language environment, can neither communicate with others, nor listen deeply. To this end, teachers can try to infiltrate cultural education, so that students can experience the cultural connotation behind the language, so that they can better participate in learning activities, strengthen personal understanding, and improve their ability level.

1. The significance of cultural education in Korean language teaching

(1) Stimulate students' enthusiasm

Language itself belongs to a class of tools, and in the process of learning, teachers cannot simply guide students to study the unique properties of "tools", but need to study their specific use. The emergence of culture has created a good basic condition for language learning, and through the integration of cultural education, the originally boring language learning has become more interesting, so that students can understand a lot of cultural knowledge behind the language, feel the fun of Korean knowledge learning, and then stimulate their own potential enthusiasm.

(2) Improve the quality of teaching

In the process of learning Korean knowledge, if students simply focus on the language itself and neglect the cultural connotation, it is naturally difficult to be influenced by the environment and can only be passively received. What the teacher says, what he learns, some important knowledge points and grammar can only choose the way of forced memory. Over time, students' learning mood declines. After the introduction of cultural education, the problem of the lack of the original language environment can be solved, and teachers guide students to learn knowledge from a cultural perspective, so that their own language learning thinking can be mobilized. In this way, students will feel the meaning of learning Korean knowledge, from passive to active, even in the spare time, without the teacher's requirements, they will actively participate in learning, and then promote their overall ability to improve their overall ability.

(3) Improve students' application ability

The main purpose of knowledge learning is application, and when students learn Korean, they naturally want to be able to use it in their daily lives, express their opinions, and understand what others are saying. If Korean teachers always focus on knowledge transfer and pay attention to vocabulary and grammar, it is easy to lead to a decline in students' interpersonal communication skills, and various grammatical errors often occur in daily communication. After infiltration education, students will have an understanding of the daily expression habits of Koreans, understand their expression patterns, so as to better understand the meaning of Korean speech, and promote their cross-cultural communication skills. In the future, when students enter the workplace or have the opportunity to express themselves in Korean, they will naturally be able to do it well.

2. Methods for the penetration of cultural education in Korean language teaching

(1) Rely on activities to stimulate students' interest

Interest is always the best teacher, and when students have a strong interest in learning Korean, they will naturally be actively engaged. To this end, teachers need to change the way they teach and stimulate students' personal interest. When students choose a foreign language, they sometimes blindly follow the ideas of their friends, rather than really wanting to learn. Therefore, before the formal teaching, teachers should go deep into the student group to understand their purpose and ideas for learning Korean, and then carry out some interesting activities based on this to guide students to participate. Through continuous experimentation, students' motivation to learn will naturally increase.

For example, when teaching Korean, teachers can carry out the "dissemination of Korean cultural thinking" activity, that is, the teacher himself acts as a notary, divides the students in the class into multiple groups, and each group selects a person, so as to further disseminate

the Chinese vocabulary proposed by the teacher and try to describe it in Korean. At the same time, teachers can arrange several class committees as notaries to judge the description of the students participating in the answer and determine whether it is correct. Students themselves have a strong sense of competition, want to compete with others in all aspects, and naturally do not want their group to lose, so they can actively participate. Through this model, students will not only gain an understanding of the culture of Korean vocabulary, but also consolidate their knowledge base and improve their personal abilities.

For example, on weekends, the class teacher can organize the students to cook Korean food together. Students took cookbooks and tried them according to the content requirements, and everyone exchanged and shared their experiences as they cooked. Because cooking itself is difficult and not all students are good at it, teachers need to divide students into groups and cooperate with each other. In this way, students will have an understanding of Korean food culture, and at the same time master some vocabulary and grammar that are not teaching materials, so that they can improve their learning ability.

(2) Pay attention to the contrast of cultural differences

Students learn any foreign language, and they need to have an understanding of the culture behind it. Since there are cultural differences in each country, even when faced with the same things, there will be certain differences. Therefore, teachers can guide students to compare Chinese and Korean culture, and better learn based on the differences between the two cultures.

For example, teachers can take time to take their class to visit the surrounding "Korean Culture Center." Compared with empty knowledge transfer, practical experience is obviously more interesting and more impressive, and students will naturally have stronger motivation. While analyzing the relevant cultures, teachers guide students to think about the differences between them and our culture. In this way, the teaching of Korean will become richer, and students will experience the fun and improve their abilities.

For another example, teachers can search for some pictures of Korean attractions on the Internet in advance and present them in the classroom to analyze relevant humanistic knowledge. Since South Korea and China are not far away and exchanges between the two countries are relatively frequent, there are many similarities in terms of humanities. Therefore, after the lecture, the teacher can let the students use the Korean language knowledge they have learned to express the similarities and differences between the two countries' humanities and talk about their own views. In this way, students will have a deeper understanding of Korean culture, which will naturally improve the effect of learning Korean knowledge.

(3) Rely on school-enterprise cooperation for Korean language learning

If students' knowledge of Korean is limited to the classroom, it will naturally make their own ability development impossible to meet expectations. After all, after graduation, everyone needs to use this language, and some students will even look for some jobs that require a lot of Korean as their development direction. To this end, teachers need to provide students with places where they can use Korean flexibly. Among them, school-enterprise cooperation is the most effective model. When students enter some Korean companies, they can effectively learn more about the culture of the company and have the opportunity to use what they have learned to express themselves and help them find future jobs.

For example, the school can cooperate with some Korean companies in the surrounding area according to its actual situation. Teachers can take some time aside to arrange for students to participate in training in corporate positions. There are many positions in the company, and the requirements of different positions are completely different, and students can better understand the related jobs after participating in the training. Through the guidance of the trainers, students can learn about the unique culture of Korean companies, so that they can correct their mindset and participate in work with a positive attitude. Not only that, since most of the people in the company are Koreans, or some Chinese with Korean Chinese language ability, almost everyone uses Korean in daily communication. In such an environment, students naturally have plenty of opportunities to communicate with others in Korean, so that their language skills can be practiced. Through this model, students' overall literacy will be improved, they will learn about the unique culture of Korea, and at the same time, they will lay a solid foundation for social work in the future.

(4) Using media equipment to convey culture

Language learning does not simply stop in the classroom, after all, the teaching time is very limited, and more often students need to study independently in their spare time to strengthen their cognition. However, language learning is boring, and most students are reluctant to continue flipping books after class, and naturally feel rejected for the review of relevant content. To this end, teachers can use the online platform of the class to regularly publish some materials on Korean culture so that students can explore. Among them, Korean dramas and Korean movies are the most effective methods, after all, video images are very intuitive, and the story content is also deeply rooted in people's hearts because of its high interest, which can stimulate students' enthusiasm for learning.

For example, teachers can use the class's WeChat group to share some Korean movies for students, such as "Parasite", "Trip to Busan", "Suwon", "Five Senses", etc., so that everyone can watch it independently. Since these Korean movies are very interesting, such as "Parasite", which won the Oscar award, everyone is naturally very interested and actively watched. Through these films, you can not only review the Korean language learned in class, but also learn about some Korean culture outside the classroom. After watching, everyone has a lot of words to express, at this time, you can talk freely in the WeChat group, express personal opinions, and listen to the opinions of others. When the views of the two conflict, everyone will even argue fiercely. In this way, students will have a more comprehensive understanding

of Korean culture and improve their language skills.

3. Matters that need to be paid attention to when cultural education infiltrates Korean language teaching

(1) Teachers should have their own teaching system

When teaching Korean, teachers must have their own unique teaching system, so that when cultural knowledge is infiltrate, students can better grasp the subject ideas and accumulate knowledge. If the teacher ignores this, just explains it step by step, and occasionally explains some cultural connotations, it is easy to make the whole class very confusing and have a strong sense of fragmentation, and students cannot appreciate the connection between these cultural contents and Korean, but feel that their learning burden has increased. The emergence of the teaching system can make the teaching work more systematic and make the teaching more efficient.

(2) Reasonable selection of materials

Language learning itself is a very boring thing, and if students are not interested, no matter how hard the teacher tries, it is useless. Many times, teachers find Korean culture inherently fun and choose to incorporate it a lot. However, they do not know that students themselves have no interest in classroom learning, and naturally have no enthusiasm for studying these completely incomprehensible cultures. To this end, when teachers choose to infiltrate culture, they should start from the students' interests, reasonably screen materials, and find some content that they are more interested in, such as Korean stars, Korean pop music, Korean dramas, etc., so as to improve the atmosphere of classroom teaching. When students are able to integrate into the classroom, teachers analyze some deep cultures, which in turn improves the overall quality of teaching.

(3) Teachers shall encourage students to apply

The ultimate goal of any knowledge learning is to be able to apply it. Therefore, when teachers infiltrate cultural education in Korean language teaching, they also need to provide students with some space for practice. By guiding them to continue to try, they can experience Korean culture, so that they can recognize their own shortcomings, and then they can better take measures to improve. Through this model, students' thinking level and comprehensive ability will be effectively improved, which will help them in future learning and social work.

Conclusion

To sum up, learning Korean knowledge is a complex task, and students have to overcome their own traditional Chinese thinking in addition to memorizing relevant vocabulary and grammar. Many students try it at the beginning, due to the influence of many factors, resulting in unsatisfactory learning results. To this end, teachers can try to integrate the content of cultural education and guide students to experience Korean culture, and adopt different teaching models based on this. In this way, students will have a more comprehensive understanding of the Korean language itself, and at the same time, they will experience the joy of learning and be willing to actively participate. Through continuous efforts, students' grades will improve significantly, effectively improving their Korean language skills.

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