

Research on the principles and countermeasures of cross-cultural education introduction in Korean language teaching

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Abstract: Korean learners need to build a good foundation of language knowledge and cultural cognition in language learning. Therefore, in the cultivation of Korean language talents in colleges and universities, it is necessary to pay attention to the introduction of cross-cultural education, teach students language knowledge, and do a good job in cross-cultural education guidance. In practice, there are still many problems in cross-cultural education in Korean language teaching, including education, learning awareness, and actual teaching and learning problems. In order to ensure the effectiveness of cross-cultural education, it is necessary to pay attention to the research of educational principles and select reasonable educational measures according to the principles of cross-cultural education introduction. Based on this, this article explores it in order to provide a reference for educators.

Keywords: Korean language teaching; intercultural education; Introduction principles; countermeasure

Introduction: With the development of higher education in China, the number of training and reserve of various foreign language talents continues to rise. In the foreign language education of colleges and universities, attention is paid to the training of students' basic language skills, and a large number of foreign language talents with good language application ability are cultivated. However, on the whole, students have limited understanding of the history, culture, and social reality of the country in which the language they are learning corresponds to. This situation will not only limit the future development of students, but also affect the comprehensiveness of foreign language education. This problem is also evident in the cultivation of Korean-speaking talents. In order to promote the comprehensive language quality and cultural level of talents, it is necessary to implement effective cross-cultural education.

1. Problems with cross-cultural education in Korean language teaching

First of all, under the influence of mainstream education awareness, it is relatively difficult for Korean language educators to carry out cross-cultural education. Mainstream foreign language education pays limited attention to cross-cultural education guidance, only sets up fewer cultural courses, or intersperses cultural knowledge in language teaching, and it is difficult for students to form a systematic understanding of Korean society and culture. In most Korean teachers' previous study and research experiences, the acquisition of language knowledge and language skills is the focus of learning. This means that some Korean teachers lack adequate cross-cultural education training, and the teachers themselves have relatively limited knowledge of the various cultures of the countries they are learning from. Even if the importance of intercultural education is gradually recognized, it is difficult to carry out effective educational guidance due to the lack of knowledge base. For example, many schools do not offer relevant cross-cultural research programs, and teachers lack opportunities to continue cultural learning and cultural studies in their teaching.

Secondly, there is the problem of students' attention and attention to cross-culture. In fact, in foreign language education in colleges and universities, most students have a certain interest in the culture of the country they are learning from, and some students even have a strong interest. However, students' interests are basically limited to popular culture, which is closely related to film and television dramas, music, etc., a small number of students are interested in the history and culture of the country they are learning from, and very few students pay attention to social realities such as law and economy. Even if cross-cultural education guidance is implemented, students' enthusiasm for learning participation is relatively limited, which ultimately leads to poor educational effectiveness.

In addition, the insufficient maturity of the cross-cultural education system will also limit the effectiveness of the introduction of cross-cultural education. In general, cross-cultural studies emphasize the comparative study of Korean culture and Chinese culture, and this is also the focus of teacher teaching. However, without a systematic understanding of the historical and cultural development of Korea, it is difficult for students to effectively understand various comparative cultural perspectives.

2. Principles of cross-cultural education in Korean language teaching

2.1 The principle of relevance

The application of the principle of relevance can be based on cultural comparison, South Korea and China belong to the same East Asian countries, and there are many similarities in cultural development. Teachers can combine students' daily experience of various Chinese cultural customs in daily life to conduct relevant and comparative teaching. For example, this paper compares the food culture between China and South Korea, briefly explains the changes and development of traditional food culture and modern food culture, and enriches the temporal and spatial nature of students' cultural experience.

2.2 Phased principle

At different stages of Korean language learning, there are obvious differences in students' cultural understanding ability. To this end, intercultural education needs to conform to the principle of phases. For example, in the early stage of students' learning, they can start with Korean pop culture that students are more interested in, and combine film and television drama resources to conduct enlightening cultural comparative analysis. In the middle and later stages of learning, students' cultural understanding skills need to improve, and the depth of education needs to be improved. For example, changes in Korean language habits can be analyzed based on historical and cultural changes, helping students deeply understand the relationship between language and social history.

2.3 The principle of practicality

Intercultural education in Korean is based on language teaching and students' future development. Therefore, intercultural education needs to be in line with the principle of practicality. For example, in the introduction of modern Korean society and culture, the development history, system and corporate culture of various Korean companies can be highlighted, and famous Korean companies can be used as samples for analysis and introduction, such as Samsung Group.

2.4 The principle of identity

In language learning, cultural experience and cultural identity are extremely important. Cultural identity requires a foundation for cultural experience, and teachers need to shape an environment of identity for students. Cross-cultural education needs to be based on profound national cultural experience, expanding the scope of experience and identity to extend to the experience and identification of excellent foreign cultures. To this end, teachers also need to guide students to develop a new understanding and identification with their own culture and build cultural self-confidence through cultural comparison in cross-cultural education.

2.5 The principle of subsidiarity

Cross-cultural education is an important part of the cultivation of foreign language talents, and the principle of subsidiarity should be paid attention to in the process of implementing cross-cultural education. That is, according to the content of foreign language courses and the future development needs of students, the educational content and the direction of educational guidance need to be selected.

3. Cross-cultural education introduction strategies in Korean language teaching

3.1 Improve the cross-cultural education level of Korean language teachers

Korean language teachers are direct guides for students' language and culture learning, and their level of cultural awareness and cultural experience will have a profound impact on students. In order to meet the needs of cross-cultural education, it is necessary to promote the level of intercultural education of Korean language teachers. First of all, universities and various related units need to provide help for teachers' cross-cultural knowledge learning and experience. For example, we set up a Korean social and cultural studies course with a certain depth to help teachers build a systematic cultural understanding through long-term professional research information understanding and learning. For example, the language environment and cultural experience environment are also extremely important for teachers' cultural understanding and cultural experience. According to the needs of cross-cultural education, teachers can be arranged to participate in various local work in Korea, and strengthen cultural understanding and cultural experience through daily life and work. In this way, teachers can observe the actual social situation in Korea up close, help understand the profound theoretical knowledge in cultural comparative studies, and pass this information to students, helping students simulate a more realistic language and cultural environment. Secondly, for cross-cultural education, schools need to organize and carry out special teaching research, and also attach importance to inter-school research exchanges. For example, by organizing regular inter-school exchange meetings, we summarize and exchange cross-cultural teaching experiences and carry out mutual experiential learning.

3.2 Choose diversified cross-cultural education methods

The focus of cross-cultural education is on cultural understanding and experience. Teachers can choose a variety of cross-cultural education methods according to the educational priorities. First of all, in terms of cultural awareness, cultural visualization display method can help students form knowledge and understanding. South Korea's entertainment industry is developed, and all kinds of film and television works have a wide range of themes, involving all aspects of Korean society and Korean history, for example, many Korean costume TV drama works have expressed the "two-shift system" of ancient Korean society. In order to help students understand Korean history, teachers can edit the content about the "two-class system" from the film and television dramas that have passed the review to produce knowledge point micro-lessons. Secondly, the way of cultural comparison can also help students effectively form cultural understanding. For example, schools are one of the environments that students know best, and teachers can compare and explain the basic education and higher education systems between China and Korea. In this comparison, students' rich experience of school life can help them quickly understand the

differences in culture. In addition, the application of communicative pedagogy also has a good effect, teachers can build a virtual language communication environment, deepen students' cultural experience in language application, and can also guide students to communicate with Koreans with the help of network equipment and resources for teachers and international students in schools. For example, in daily classroom teaching, it is necessary to guide students to build a language communication environment through free combination. In order to effectively restore the language and cultural environment, students can play different roles to participate in language communication and experience the psychological feelings of speakers of different identities in Korean. For example, in the learning training of honorifics in Korean, role-play training has a good learning effect. Outside of the classroom, direct dialogue with Koreans is also possible through Internet technology.

3.3 Attach importance to the development of teaching resources and the improvement of teaching system

First of all, the development of teaching resources. In different eras and under different educational technologies, the application needs of Korean cross-cultural educational resources are obviously different. For example, in more traditional language teaching, the development and application of foreign language recording resources is extremely important. Nowadays, students can obtain a large number of Korean phonetic materials through textbook resources and Internet resources, and the importance of phonetic resources has declined. Therefore, in the process of developing teaching resources, teachers need to pay attention to the impact of actual social development changes on the application of resources. For example, various film and television drama resources and comparative cultural research resources can be used as audiovisual teaching resources and application resources for theoretical teaching. At present, the number of cross-cultural education teaching materials in Korean language teaching is limited, and the quality of some teaching materials is poor. In order to meet the needs of teaching, teachers can combine the resources of cross-cultural education to prepare high-quality teaching materials and regularly revise them. Secondly, in the improvement of the teaching system, teachers need to pay attention to students' learning of Korean history, culture and social reality, integrate various achievements of Korean historical research and social research, help students form a systematic cultural understanding, and avoid guiding students only from the perspective of cultural comparison. For example, in the introduction of Korean history, the teacher can provide a relatively detailed introduction in chronological order and explain the development and change of Korean history in each period. At the same time, college students have certain independent learning and research capabilities, and teachers need to pay attention to the application of students' abilities in cross-cultural teaching. For example, students can choose pop culture topics that they are interested in, such as pop music, star-chasing culture, etc.; Or historical and cultural themes, such as the naval battle between Li Shunchen and Liang Ming, Conduct independent research or group collaborative research study.

3.4 Choose a reasonable evaluation method for cross-cultural education

In the evaluation of education, attention should be paid to the diversity and two-way evaluation of evaluation participants. First of all, in cross-cultural learning, students' learning evaluation can be composed of three parts: student independent evaluation, classmate evaluation and teacher evaluation. This approach can encourage students to pay attention to their own learning status in cross-cultural learning and the learning status of other students, establish a sense of learning ownership, and increase the enthusiasm of classroom participation. After determining that the content of students' self-directed and peer evaluations is reasonable, teachers can incorporate the results of the evaluation into the overall score of cross-cultural learning. Secondly, cross-cultural education in the cultivation of Korean talents is still developing, and the teaching content, teaching form, and teachers' concepts need to be continuously optimized and improved. To this end, it is necessary to integrate the concept of two-way evaluation and guide students to actively participate in the evaluation of the curriculum. For example, teachers can regularly issue a course evaluation scale, allowing students to evaluate the content, classroom atmosphere, learning gains, etc. of the course by filling in anonymously, and can make reasonable suggestions. In fact, this method is an effective exchange between teachers' teaching concepts and students' learning concepts, which can promote the development and progress of cross-cultural education.

Conclusion:

The importance of cross-cultural education in Korean language teaching cannot be overlooked. Educators need to face various problems in the introduction of cross-cultural education, and analyze the problems and their causes. On this basis, combined with the principles of cross-cultural education, choose a reasonable educational strategy. First of all, it is necessary to pay attention to the cultivation of teachers' own cross-cultural literacy and promote the improvement of teachers' cross-cultural education. Secondly, it is necessary to combine the existing educational technology and choose diversified cross-cultural education methods to optimize the effect of education and the fun of the curriculum. In addition, we should pay attention to the continuous development of teaching resources and the improvement of the teaching system, and choose reasonable cross-cultural education evaluation methods. In this way, while effectively improving students' comprehensive literacy, it can also help improve the quality and efficiency of Korean language teaching.

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