

Ode I will try to discuss cross-cultural education in Korean language teaching in colleges and universities

Hui Wang Yalan He

Nanjing University of Media and Communication, Nanjing Jiangsu,210000

Abstract: Under the background of economic globalization, exchanges between countries are becoming more and more frequent, and language as an important function of human communication, language education has attracted much attention, in view of the fact that China is facing an increasingly fierce international competition environment, focusing on the learning of cultural knowledge is an important choice to adapt to the development of the times. In the process of international exchanges, it is necessary to consider the differences in the corresponding cultural backgrounds of different countries, at this stage the domestic Korean language teaching has been well developed, cross-cultural education in the field of Korean language teaching plays an increasingly obvious role, so this paper mainly focuses on the implementation path of cross-cultural education in colleges and universities Korean language teaching analysis, the purpose is to eliminate the integration of cross-cultural education, lead students to learn Korean while understanding the cultural background of the corresponding language country, in order to accurately grasp the cultural differences. Lay a solid foundation for in-depth exchanges.

Keywords: universities; Korean language teaching; intercultural education; method

The growth rate of economic globalization has made the contacts and exchanges between different countries more frequent and close. Language plays an important role as a bridge between different countries. With the deepening of exchanges between China and South Korea in recent years, I attach importance to Korean language education to be able to send a large number of outstanding Chinese talents and support equal exchanges between the two sides. Language learning requires an in-depth understanding of the corresponding cultural background, which is conducive to activating students' enthusiasm for learning Korean, achieving more understanding of Korean culture, and is also an important foundation for achieving equal dialogue between the two sides.

1 The value of cross-cultural education in Korean language teaching in colleges and universities

The interpretation of the connotation of cross-cultural education refers to the educational activities of other human groups around a certain type of educated, and its essence is education between different cultural systems. In today's continuous deepening of international development, exchanges between different countries will become more and more frequent, which makes cross-cultural education pay attention, and continuously improve the comprehensive knowledge and understanding of social educators with the help of cross-cultural education, and maintain the learning initiative and enthusiasm of social educators.

As far as China's education and career development is concerned, the integration of cross-cultural education has become the future strategic choice for the development of China's modern education, so that it can strive to keep up with the pace of development of international advanced education level and the great rejuvenation of the nation and provide support for national self-reliance and self-improvement, and also profoundly affect the development trend of China's economy. This is because in the context of increasingly frequent world exchanges, language exchange is an important basis for effective communication between countries. In particular, the frequency of communication between China and South Korea is increasing rapidly, and in order to ensure the effect of exchange, it is necessary to pay attention to the learning of Hanyu, and the corresponding education system needs to be further improved.

However, the previous education model decided that in the daily Chinese teaching process, only focus on grammatical structure and explanation of forms outside the language, and relatively little involvement in the language environment. The language learning environment is an important influencing factor and an effective means to improve students' language learning efficiency. Traditional educational thinking will only lead to the lack of enthusiasm of Korean language majors in colleges and universities, and it is difficult to achieve the desired teaching results. The lack of a cultural background corresponding to Korean seriously limits students' communicative skills, and it is difficult to make appropriate expressions and language outputs in different places.

From this point of view, the application of cross-cultural education in the Korean language education system of colleges and universities is an effective means to improve the Korean language teaching system, which can promote the growth of the strength of the whole sports personnel in colleges and universities, improve the language expression ability of Korean language majors through the exploration of Korean language, and be able to use language skills reasonably in different situations. Provide support for in-depth exchanges and cooperation between China and South Korea.

2 The application of cross-cultural education at this stage is inadequate

2.1 The form is relatively simple

It has to be said that there are many problems in the Korean language teaching implemented at this stage, because the obvious problem

lies in Korean, teaching is generally based on the language level, only focusing on the cultivation of students' test-taking ability, the content of the classroom usually revolves around grammatical structure, vocabulary mastery, etc., and rarely systematically explains the text system. In the initial stages of learning Korean, it is necessary to master a certain vocabulary and accurately understand the grammatical structure, which is necessary to lay a solid foundation for language learning. It can provide good support for students' language learning ability and pronunciation learning, but with the continuous deepening of language learning, it is difficult for simple language learning to meet the actual requirements of flexible use of a language. In particular, when students read related books, they are often affected by cultural differences and cannot accurately understand the content of the text, which shows that language teaching that only stays on the surface is difficult to meet the learning needs of students.

2.2 The embodiment of cultural commonality is not obvious

Today, with the increasing trend of globalization, the diversification of culture has become an inevitable trend. This has led to the recognition of the necessity of cross-cultural education in Korean majors offered by some universities in China. Students are sure to understand the essence of the culture while learning Korean. However, in the actual teaching process, the understanding of the common characteristics between Korean language and Chinese culture is not accurate enough, which hinders students' systematic learning of Korean language and culture. Historically, the cultural, economic and political exchanges between Japan and Korea have a long history, which also makes the two countries have more commonalities in terms of cultural systems, so in the corresponding Korean language teaching process, cross-cultural education must pay attention to the embodiment of cultural commonality, which is the key to helping students accurately grasp the characteristics of Korean culture.

2.3 Lack of scientific choices for cross-cultural education content

It is not difficult to find that the cross-cultural education implemented by Korean majors in colleges and universities at this stage is not scientific enough to select relevant content, which will cause certain obstacles to cross-cultural learning. First of all, due to the imperfection of the cross-cultural education system, many teaching contents are still in the early exploration stage. Secondly, the review standards corresponding to the selected cultural content are not mature, which cannot provide a reliable reference for the development of teachers' daily teaching work, and in most cases, teachers can only choose the corresponding cultural content based on their own experience to carry out teaching.

Third, in the process of cross-cultural teaching, some teachers have obvious subjective judgments on some cultural content, which has a certain relationship with the professional level of teachers themselves, resulting in the quality of cross-cultural education itself cannot be guaranteed. Therefore, paying attention to the scientific choice of cross-cultural education content determines the results of cross-cultural education, which can effectively prevent students from suffering from the influence of bad culture.

3 The effective integration path of cross-cultural education in Korean language teaching in colleges and universities

3.1 Grasp the characteristics of Korean culture from an overall perspective

In order to effectively solve the problem of insufficient cross-cultural teaching in Korean at this stage, it is necessary to establish a systematic understanding of Chinese culture in order to promote the effective development of daily teaching work. If students only learn Korean at the level of simple language knowledge and grammatical structure, they will inevitably not be able to establish a correct understanding of the cultural background behind the language system, and it will be difficult to accurately grasp the cultural meaning. Especially in the face of some sayings or folk tales, it will affect the learning effect due to the insufficient reserve of cultural knowledge. Therefore, Korean language teaching in the context of cross-cultural education should focus on the folk language and the rich language content of the cultural system itself, and accurately understand the cultural meaning behind the vocabulary, which is the key to mastering the vocabulary. This requires that students can consciously teach some words or sayings with profound cultural significance in the daily teaching process, and can also encourage students to read more extracurricular reading materials to broaden their horizons and have more ways to contact the cultural content corresponding to Korean.

3.2 Establish a standardized cultural education system

The implementation of cross-cultural education requires the assistance and guidance of a certain standard system to ensure that students can be guided by positive culture in the learning process and avoid the interference caused by bad culture. At the same time, the study of Korean language needs to maintain a close relationship with Chinese culture, absorb the spirit of Korean culture, and always maintain the dominant position of Chinese culture. At present, cross-cultural education in the Korean professional teaching system of colleges and universities is in the early stage of exploration, and there are many things that need to be improved in the corresponding curriculum system and teaching system, and the specific teaching content and standard system have not yet been implemented, which will lead to some bad cultural information flowing into the classroom and affecting students' key cognition.

Therefore, while attaching great importance to cross-cultural education, it is also necessary to pay attention to the scientificity and rationality of the cultural and educational content selected for the formulation of corresponding cultural and educational standards. In this way, we can reduce the bad cultural information, interfere with students, and ensure the quality of Korean language learning for students.

The understanding of the principle of relevance is to compare the differences and similarities between traditional and modern culture vertically, and enrich the teaching content through the embodiment of commonality, which is an effective means of cross-cultural education. Specifically, students can use the foundation of their native language culture to form an in-depth exploration of Korean culture and reduce the obstacles caused by cultural barriers.

Secondly, in the process of learning Hanyu, the contrast between Chinese and Korean cultures can also be used to highlight the relationship between the two, give full play to the advantages of cultural commonality, ensure students' deep understanding of culture, and effectively expand students' cultural vision. For example, when teaching vocabulary related to Korean film and television culture, you can choose Korea's more famous snacks as a breakthrough, including sin ramen, kimchi, rice cakes, etc., and these foods have many similarities with some regional cuisines in China, teachers can use audio and video and other forms to lead students to compare the similarities and differences between the two cultures, and at the same time understand the historical process of cultural migration. It allows students to scientifically view the commonalities between Chinese cultures from a macro and perspective perspective, and also makes the content of the whole class more colorful and interesting.

3.3 Attach importance to the optimization of teaching plans

The Korean language major teaching plan offered by colleges and universities is divided into two main stages, the first is that the teaching focus of the first and second grades mainly revolves around the basic knowledge of the language, including the exercise of listening ability and drawing ability. The second stage is the third and fourth grade teaching, which focuses on improving students' Chinese language application ability, and will offer translation courses, writing classes or literature classes, which is an important opportunity for students to develop an in-depth understanding of Korean culture. In order to reflect the application effect of cross-cultural education, it is necessary to pay attention to the scientific adjustment of the corresponding teaching plan, follow the principle of gradual progress, and help students gradually contact Korean culture and gain good understanding. This necessitates the adjustment of traditional teaching plans and the addition of learning content about Korean Chinese culture and Korean culture.

For example, in the current design of the teaching plan, there are too clear courses and categories in the first, second and third and fourth grades, and the teaching of Korean culture is overemphasized in the third and fourth grades, and there will be a disconnect between Korean language learning and Korean culture learning. Therefore, it is necessary to add language and culture related content to the corresponding teaching curriculum, such as cultural language or sociolinguistics, as a way for students to understand Korean culture. At the same time, with regard to the overview of Korea, including cultural content, courses can also be offered in the first and second grades, ensuring that students can build a basic understanding of Korean culture at the beginning of studying Korean majors, which is an effective means to maintain students' interest in Korean language learning.

3.4 Actively carry out practical activities

The rapid growth of language output ability can only be achieved through practical application in a specific environment, so the combination of cross-cultural education and Korean major teaching in colleges and universities is no exception, and it is also necessary to explore and learn in a specific context, so it is necessary to actively organize students to participate in various practical activities on the use of Korean. For example, students can be organized to use the Internet platform to make Korean friends, increase the opportunities for students to communicate in Korean, and establish a comprehensive understanding of Korean culture in the process of basic communication with Korean locals.

Epilogue

In summary, this paper mainly discusses the integration path of cross-cultural education of Korean majors in colleges and universities under the background of globalization development, relying on the implementation of cross-cultural education to help students of the major deeply understand the cultural background and connotation of Korean, which is the key to supporting students' correct use of Korean, promoting the growth of students' language use ability, in order to better match the needs of social development for language professionals under the background of globalization, and better serve and better serve the future international communication process. In-depth communication and cooperation between China and South Korea.

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About author:Hui Wang (1986.12) female, Han nationality, from Nanjing, Jiangsu, graduated from Shandong University with a bachelor's degree and Husai University in South Korea with a doctorate. He is currently an associate professor at the School of International Communication, Nanjing University of Media and Communication. His main research interests include visual communication, cultural creativity, fashion communication, brand communication, Korean Chinese literature, etc.

Yalan He(2000.10) female, Han nationality, origin: Chengdu, Sichuan Province, education: bachelor, research direction: Korean Chinese, education.