

The path selection of cross-cultural education in Korean language teaching in colleges and universities

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Abstract: The learning of language subjects is inseparable from the knowledge of the corresponding cultural background, so in the process of Korean language teaching in colleges and universities, we should actively introduce the relevant paths of cross-cultural education, relying on the learning of cultural background knowledge to enrich students' cognition of Korean language, strengthen students' ability to use Korean, of course, the use of cross-cultural education, for the cross-cultural teaching ability of teachers in the major and the corresponding teaching mode are put forward new requirements.

Keywords: intercultural education; Korean language teaching model; Cultural identity

The concept of cross-cultural education first appeared in the relevant documents issued by the United Nations in 1992, pointing out that cross-cultural education has the role of promoting cultural pluralism, so it is necessary to carry out in modern education, and its use is an effective means to promote students' academic success, and it is the basis for supporting exchanges between countries. Therefore, from the perspective of national development, the implementation of cross-cultural education is an effective means to achieve the balance of national cultural conflicts and seek common cultural values, which can effectively respond to international conflicts. From the perspective of language education, the use of cross-cultural education is an effective way to promote students' understanding of the language and cultural background they are learning.

1. Analysis of the application status and value of cross-cultural education in Korean language teaching in colleges and universities

1.1 The development of cross-cultural education in China

Since the establishment of friendly diplomatic relations between China and South Korea in 1992, exchanges between China and South Korea have become more frequent and covered in a wider range of fields, covering economic, cultural, political, social and other aspects, and good progress has been made in cooperation and exchanges. It is in this context that Korean language education has been vigorously developed, but because the language education started relatively late, so the corresponding teaching system update is relatively slow, the current stage of Korean language teaching mode in colleges and universities is still stuck in a simple education state, based on knowledge instillation and teachers' unilateral guidance, the cultural elements involved are relatively scarce, lack of systematic and mature cultural education system.

Although the relevant requirements of cross-cultural education have been put forward as early as the 70s of the 20th century, and it has also been determined that cross-cultural education will become a hot spot for the development of education in the 21st century, China only officially proposed the relevant concept of cross-cultural education in 1998. With the introduction of this concept, it has led the reform of foreign language courses in China. However, in practice, there are very few relevant regulations on cross-cultural education related to the reform of foreign language curriculum teaching, and the simple overview of the nature and target areas of teaching is very limited in terms of specific teaching practice.

1.2 Lack of cross-cultural education in Korean language teaching

Because the specific practice of cross-cultural education involves very complex content, simple concept definition is difficult to form cross-cultural education practice guidance, which is also the main reason why many colleges and universities cross-cultural foreign language teaching work is difficult to make progress, although more and more modern educators began to recognize the importance of cross-cultural education, but affected by the overall environment, most college educators' cognition of cross-cultural education is still at the surface level lack of in-depth excavation and exploration. It is only possible to simply integrate some cross-cultural knowledge content into the classroom, and most of this comes from the interests of educators themselves, and the coverage is very limited.

It is in this environment that the corresponding cross-cultural education in Korean language teaching majors in domestic universities is not valued, and in most cases it is defined as an auxiliary teaching method. This has a certain relationship with the education system of colleges and universities, for a long time, the teaching of foreign languages in colleges and universities is more about serving the exam and ignoring the exercise of students' flexible communication and application ability using language, which naturally ignores the implementation of cross-cultural education.

On the other hand, the integration of cross-cultural education in the teaching system of colleges and universities is inseparable from the

support and guidance of policies, but from the current situation, China's policies in the field of education involve cross-cultural education and the support given is very limited. Although the attention paid to the all-round development of high-quality foreign language talents under the background of quality education has become the main goal of foreign language teaching in colleges and universities, which has become an important foundation for cross-cultural education to take root. However, at this stage, cross-cultural education in colleges and universities is more widely used in the field of English professional teaching, such as the emergence of various cross-cultural education works, whether it is university English or professional English, and even courses specializing in British national cultural works, but the corresponding works of cross-cultural education in the field of Korean are very rare. Although Korean is a small language compared to English, the demand for Korean professionals is increasing in the face of increasing exchanges between China and Korea, so it is imperative to integrate cross-cultural education into the teaching of Korean majors in universities.

1.3 Analysis of the value of cross-cultural education in Korean language teaching

The goal of cultivating Korean language majors offered by universities should be to build students into outstanding talents who are proficient in Chinese and Korean bilingualism, and become an important pillar of friendly exchanges and economic development between China and South Korea. Obviously, if only simple Korean translation is carried out, it will naturally not be able to meet the needs of increasingly profound friendly exchanges between China and South Korea, and under the background of economic globalization, exchanges between China and South Korea have become more frequent, which naturally shows the need for more talents who are proficient in the cultural backgrounds of China and South Korea. Language is often the external embodiment of a national culture, but the national thinking and lifestyle behind it are very profound, so the learning of language must be based on the accurate foundation of culture.

Throughout history, China and South Korea have maintained cultural exchanges for a long time, but there are certain differences. This is because students do not have a deep understanding of Korean culture, it is difficult to distinguish the cultural differences between China and Korea, and it is easy to substitute Chinese thinking into Korean or knowledge assumptions in the process of Korean culture, which will inevitably affect normal communication.

The lack of integration of cultural connotations will inevitably lead to a huge waste of resources for Korean language teaching in colleges and universities, and it is difficult to achieve satisfactory educational results. The study of Korean necessarily includes the dual learning of Korean itself and Korean culture, but the cultural education content involved in Chinese majors in colleges and universities is relatively simple, and the form of education is very sloppy. For example, many Korean language majors in colleges and universities have obvious deficiencies in Korean listening and speaking, which will inevitably affect students' cross-cultural communication skills and lead to more communication errors. Therefore, Korean language teaching in colleges and universities must follow the basic principle that culture is the soil of language, and attach importance to the integration and penetration of cross-cultural education.

2. Analysis of the reasons for the lack of cross-cultural education in Korean language teaching in colleges and universities at this stage

2.1 Cognitive limitations lead to the lack of cross-cultural education

Due to the relatively slow development of the Korean language teaching system in Chinese colleges and universities, there is a lack of systematic understanding of cross-cultural education, which is directly related to the lack of Chinese culture textbooks used at this stage, hindering students' understanding of cross-cultural knowledge and content. In most cases, students in this major can only rely on the textbook to understand the corresponding Korean culture, and lack other ways of cultural learning. On the other hand, the purpose of Korean language teaching in China is still to cope with exams or obtain various qualifications, and the study of Korean culture is not included in the specific assessment system, so it cannot be valued by teachers and students.

2.2 Teachers lack rich knowledge of Korean culture

It is not difficult to find that the domestic schools that open Korean language majors, some of the old Korean majors are mainly senior Korean teachers, and in recent years have only opened Chinese major colleges and universities, the corresponding teacher group, mainly young teachers who have just graduated, and the teacher group, the trend of youth is constantly emerging, teachers undertake important responsibilities in the classroom, organization and leadership, so they also play an important role in cultural transmission and intermediary in cross-cultural education. Young teachers generally lack the experience of specializing in learning Korean culture, so their cognition and understanding of Korean culture remain at a relatively shallow level, lack sufficient cultural knowledge reserves, and are difficult to assume the responsibility of cross-cultural education, and cannot achieve effective transformation and integration of Korean culture in the specific teaching process. Judging from the current situation, young teachers who teach Korean majors in colleges and universities have different levels of Korean cultural reserves, which is also an important factor hindering the effective implementation of cross-cultural education.

2.3 Lack of innovative teaching models

Class teaching is the conventional mode of teaching most Korean majors in China, under the guidance of outdated teaching concepts,

teachers are only responsible for instilling knowledge, students are in a passive state for a long time, accepting knowledge, and dialogue and communication between teachers and students are very rare in the classroom. Because language learning is inseparable from the joint participation of emotional experience and active thinking, if teachers can only impart knowledge, without the transmission of language knowledge itself contained in culture, students will not be able to obtain rich emotional experience, and it is difficult to think actively.

From a practical point of view, in Korean classrooms, teachers' application of Korean culture mostly stays at the level of explanatory explanation, and it is difficult to activate students' in-depth exploration interest in Korean culture, or to explore cultural knowledge with students. It can be seen that the lack of innovation in the teaching model hinders the in-depth application of cross-cultural education in Korean majors.

3. Analysis of the specific path of cross-cultural education applied to Korean language teaching

3.1 Improve teachers' cross-cultural teaching ability

If cross-cultural education wants to take root in Korean language teaching in colleges and universities, it is inseparable from the support and participation of teachers. Therefore, improving teachers' cross-cultural teaching ability is a top priority. We provide cross-cultural literacy training for Korean language teachers in a targeted manner, and through participating in various business learning, we can accumulate rich cultural knowledge and improve their cultural heritage. Therefore, schools should provide more support for the improvement of the cultural literacy of teachers in this specialty, and regularly send a certain number of Korean teachers to Korean schools for exchanges and cooperation through long-term cooperation with Korean schools. These Korean teachers are then encouraged to promote their teaching and research results through group speeches to the whole school and share their cross-cultural teaching experience. For young Chinese teachers, this initiative has a far-reaching impact and is a strong support for promoting their cross-cultural accomplishment and teaching level.

In addition to using the strategy of going out to improve the cultural reserve of Korean teachers in colleges and universities, this effect can also be achieved by inviting in, specifically inviting some famous Korean education experts to visit China and holding themed lectures around the experience of cross-cultural education, so as to bring more learning opportunities for Korean teachers in China to learn more advanced concepts of cross-cultural education. Of course, we should also actively encourage the establishment and operation of teacher cultural exchange forums between universities of the two countries, and promote bilateral interaction and exchanges between Chinese teachers in Chinese universities and teachers in Korean universities.

3.2 Pay attention to the diversification and innovation of cross-cultural education teaching models

Obviously, it is difficult for traditional single teaching models to promote the deep integration of cross-cultural education in Korean language teaching in colleges and universities, so it is important to focus on diversified innovation of teaching models.

Therefore, it is necessary to establish a special Korean culture study course to ensure that students in this major can receive systematic cultural edification. In the specific teaching link, the scenario teaching strategy should be adopted, and in-depth discussions and scenario simulations should be conducted around the different cultural fields of Korean clothing, food, housing and transportation, so that students can have an immersive feeling, so as to form a deep understanding of Korean culture and achieve good cross-cultural education results.

The second is to hire senior Korean foreign teachers to take on their responsibilities for cross-cultural education, which is an effective way to enrich direct communication between Korean language students in colleges and universities and Koreans who know Korean culture best. Using face-to-face communication instead of one-sided knowledge indoctrination by Korean teachers can obviously achieve more desirable cross-cultural education results.

Finally, at the school level, more opportunities for students in this major to contact Korean culture, such as holding the China-Korea Cultural Exchange Association or the China-Korea Student Culture Forum, can enrich the ways for Korean language majors in colleges and universities to learn about Korean culture.

3.3 Improve Korean cultural identity and create a strong learning atmosphere for Korean culture

The key to promoting the deep integration of cross-cultural education and Chinese teaching in colleges and universities lies in the fact that students themselves have a high sense of identity with Korean culture and are willing to actively participate in the exploration of Korean culture. Therefore, in the process of implementing cross-cultural education, it is first necessary to show students the all-encompassing aspects of Korean culture, showing the spiritual outlook of Korean culture itself from multiple levels such as politics, economy, history, geography, customs, etiquette, and morality. At the same time, it is also necessary to accurately grasp the similarities and differences between Chinese and Korean cultures, which is the key to promoting students' sense of cultural identity and achieving the effect of harmonious communication.

In the daily teaching process, students can be informed of the latest trends and changes in Korean culture by broadcasting film and television materials or relying on online media, newspapers, news and other forms, and create a strong learning atmosphere of Korean

culture.

Conclusion:

In summary, this paper mainly discusses the application path selection of cross-cultural teaching in the process of Korean language teaching in colleges and universities, first fully discusses the value of cross-cultural education and the implementation of cross-cultural education in Korean teaching majors in colleges and universities at this stage, and then summarizes the shortcomings of cross-cultural education and points out relevant problems, and uses this as a basis to launch an optimization path for the deep integration of cross-cultural education. It is believed that in the future, with the increasing frequency of exchanges between China and South Korea, the application of cross-cultural education in Korean language teaching in colleges and universities will be deepened, and Korean language students will be better built into qualified foreign language talents who support exchanges between China and South Korea.

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