

# An Analysis of the Present Situation and Effective Ways of Cross-Cultural Teaching in Korean Education

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**Abstract:** Nowadays, the relationship between the state and the people is getting closer and closer. At this time, language learning is particularly important. On the one hand, language learning can help students better understand the culture of one country; on the other hand, language is an important tool for communication in the international community. South Korea is close to China, which is a country with great influence around China. But, there are still many drawbacks in Korean teaching nowadays. This paper discusses the influence of cross-cultural education on Korean teaching.

**Keywords:** Korean teaching; Cross-cultural teaching; Teaching methods

## 1. Introduction

With the constant transformation of the world economy, China, as the second largest economy, is still inseparable from the influence of other countries' economic systems, and the form of global integration is becoming more and more obvious. In this way, international communication becomes extremely important, but each country has its own unique cultural and linguistic system, which is cultural diversity, but also an invisible barrier. South Korea is no exception. For Korean teaching, if we want to get more popular development, the application of cross-cultural education is a key and feasible choice.

## 2. Existing Problems in Korean Teaching

Korean language teaching has been implemented for decades in China. Through continuous reform, the continuous innovation of teaching methods has become more and more mature. However, there are still some problems such as inconsistent teachers' ideas and urgent need to update teaching materials, which are the shackles restricting the development of Korean teaching. As far as the teachers' problem is concerned, the dominant idea of higher education is to train talents under the guidance of traditional ideas. Teachers have received training from traditional universities. They attach great importance to Korean theoretical knowledge, but ignore Korean practical skills. Teaching is out of touch with reality. This is a very serious problem, of course, there are many other problems. Due to the influence of unilateral pursuit of grading certificates and the influence of old traditional educational ideas, in the evaluation of Korean classroom

teaching, the phenomenon that knowledge is superior to ability, and the phenomenon of emphasizing subject advantage still exist [1]. At the same time, one of the problems faced by local colleges and universities is that the applied universities lack corresponding courses and teaching materials. The textbooks used are excellent textbooks compiled by Yanbian University, Peking University and Yanshi University. The content of Korean textbooks lacks intuitiveness. In today's highly developed electronic education, intuitive teaching is an important means of transforming rational cognition into perceptual knowledge. Korean textbooks have heavy texts and few images, especially the use of Internet technology to compile vivid textbooks. This is inconsistent with the standard of training talents that meet the needs of the society.

In addition, the large number of students in the class, the incomplete syllabus and the unreasonable curriculum are also the persistent problems in the education process. At present, the number of students in various vocational colleges is often difficult to control. In the classroom, the information communication between teachers and students becomes abnormally stagnant, the efficiency of information exchange is not high, and the quality of courses has also appeared stasis development. In the current large class teaching, due to limited conditions, most teachers can only follow the traditional teaching mode, which is difficult to stimulate the enthusiasm of learning, and can not meet the individual requirements of students. Moreover, the Korean syllabus of many colleges and universities is not reasonable. On the one hand, there are no specific provisions on Korean and language learning,

courses design and practical operation requirements, and there is no better description of the role of teachers in the Korean teaching process. The role of the learning process should be clearly stated. According to the professional orientation and goal of students' training, the courses offered by the problem are not well set up. There are a serious shortage of practical courses in Korea, insufficient elective courses and more compulsory courses.

The lag of teaching methods, teaching means and teaching models also impede the progress of education. Nowadays, most university teachers are still using the traditional "chalk, blackboard, book" teaching mode. Even universities with multimedia language labs cannot make full use of resources. They should be opened to promote students' independent learning. However, the learning efficiency of students is low and the learning results are limited. At present, students majored Korean in many universities have studied Korean for three to four years, but the number of students who can communicate with Korean, read Korean books and write professional papers in Korean is not large [2]. Although many university students spend a lot of extracurricular time passing the Korean proficiency test, they are not able to apply. This is a major misunderstanding of foreign language education, but it is also difficult to explain whether the Korean ability of students meets the requirements of the syllabus.

### **3. The Significance of Cross-Cultural Education in Korean Teaching**

The significance of cross-cultural education in Korean teaching lies in three aspects. First, it can mobilize students' Korean learning motivation. In any behavior, people's subjective will occupies most of the action power of things themselves. Similarly, in language learning, a good learning motivation will directly affect the speed and efficiency of students' learning related content. The introduction of cross-cultural education can greatly mobilize the enthusiasm of students for Korean teaching, which is very important for the development of students' subjective initiative. Second, it can improve the efficiency of language learning. By introducing cross-cultural education, Korean teaching can explain abstract knowledge more vividly, thus reducing the restrictive effect of monotony and boredom on improving students' language ability in language teaching. Third, it can improve students' Korean communication competence. Improving students' Korean communication ability is one of the important goals of Korean teaching. Although China and Korea used to be the same cultural circle of Chinese characters, their political history, cultural background, customs, clan beliefs, values and ways of thinking are quite different. These differences will inevitably hinder and restrict the improvement of Korean students' communicative competence.

Cross-cultural teaching of Korean is an extension of the practical principles in Korean teaching. Therefore, it is necessary to clearly recognize the cross-cultural education in Korean language teaching. The introduction of cultural education serves Korean language teaching. In the process of developing cross-cultural education, it is necessary to avoid overwhelming competition phenomenon [3]. Generally speaking, the cross-cultural education in Korean language teaching should follow the principles of gradual, appropriate, practical, scientific and relevant. In general, the main principles are reflected in the smooth teaching, innovative Korean teaching methods and the creation of a good teaching atmosphere.

As direct participants and implementer of Korean teaching activities, teachers should actively change the shackles of traditional teaching concepts, strive to learn the current advanced teaching concepts, standardize their teaching behaviors, rationally allocate the proportion of theoretical teaching and quality teaching, and continue to pay attention to the teaching of students' theoretical knowledge. At the same time, teachers must pay attention to cultivating and improving students' comprehensive Korean ability and humanistic literacy, and innovating Korean teaching method. Teaching method is an important means, method and tool for accomplishing teaching tasks. It keeps innovating with the development of teaching reform. When selecting and applying teaching methods in teaching, teachers should fully consider the actual needs of teaching contents and teaching objects, take improving students' comprehensive Korean level and humanistic literacy as the fundamental starting point, actively practice and explore Korean teaching methods, so as to develop more effective teaching methods, so as to carry out Chinese teaching activities, so as to improve the effectiveness of language teaching. In the process of reforming Chinese teaching methods, it is necessary to pay attention to the study of learning methods. While teaching students Chinese skills and knowledge, students should learn to memorize, observe, think, discover, process and collect information, and then learn the correct Korean learning methods to promote the effectiveness of Korean learning. At the same time, teachers should fully consider the differences between individual students. In the process of Chinese teaching, according to students' different foundation, ability and interest, flexibly combine and apply various teaching methods, carry out flexible and diverse Chinese teaching among students, meeting students' individualized needs, and promoting students' all-round development of language.

Good teaching results are mostly achieved by teachers and students in a democratic and relaxed teaching atmosphere. In order to improve the effectiveness of Chinese classroom teaching, teachers must properly adjust the atmosphere of Chinese classroom teaching, and mobilize

students' enthusiasm for Korean learning through various teaching methods. Whether students' grades are good or bad, teachers should always adhere to the concept of not giving up, establish the concept of students' success, train every student carefully, create a democratic and relaxed classroom teaching atmosphere for students, shorten the distance between students and teachers, and make students benefit from a harmonious teaching atmosphere, master Korean knowledge and improve Korean comprehensive ability. Specifically, in Korean teaching, teachers can cultivate students' interest in learning and create a good teaching atmosphere by designing and organizing interesting Korean teaching activities, such as "The Analects of Confucius", poetry recitation and knowledge questions and answers.

#### **4. Implementing Methods of Cross-Cultural Education in Korean Teaching**

##### **4.1. Reasonable teaching task planning**

In practical teaching, cross-cultural education should be continuously implemented to improve students' enthusiasm and interest in learning. When Korean teachers adopt a variety of teaching methods in practical teaching, they should reform the traditional teaching methods, adopt pleasant teaching methods in the classroom, create a relaxed and pleasant teaching range for students, and enhance students' interest and initiative in learning. In other words, when speaking Korean, Korean teachers can explain the extended content behind a word and the culture or other content of Koreans. In this way, students can not only understand the meaning of Korean words, but also have a deep understanding of Korean culture, as well as increase their interest in learning Korean. At the same time, in Korean teaching in Chinese universities, influenced by traditional teaching mode and ideas, teachers continue to speak on the stage and students passively accept the knowledge. This kind of input education mode has been criticized by people for a long time, which is very harmful to teaching. So, it is necessary for us to change this old-fashioned method of education. When teaching Korean, teachers can create a practical teaching environment for students, so that they can deeply understand the learning environment of Korea, and increase their understanding of Korean culture [4]. For example, when students learn the content of exploring Korean cuisine, teaching teachers can create a teaching environment related to food. They can arrange Korean cuisine and books introducing Korean stories. They can use these items to give students a deeper understanding of Korean culture.

**4.2. Cross-cultural education in oral English teaching. Although spoken language is relatively simple, it contains many cross-cultural factors**

Oral English teaching attaches great importance to oral training, so Korean teaching attaches great importance to interpersonal communication culture. For example, "Hello" usually means deep bows and smiles in Korean, while "Hello" is usually more common in Chinese. After mastering the most basic communication culture, teachers should pay attention to the inculcation of knowledge culture in order to improve students' understanding of Korean culture and oral English level. Moreover, it can also improve the reading ability of students who learn Korean. Students can deepen their understanding of Korean customs, religious beliefs and other aspects through different materials. For example, teachers can use plots to let students have a deep understanding of Korean culture. Adding movies and TV dramas to class teaching can help students understand Koreans' daily life and communication skills. In order to improve the effectiveness of cross-cultural education, Korean teachers should not only have rich knowledge of Korean culture, but also actively read Korean culture-related content and increase their own reading and storage. The Korean language education in China started late, and there are many shortcomings in teaching methods and teaching theories. In order to effectively improve the level and quality of Korean education in China, it is necessary to introduce the concept and method of cross-cultural education into the traditional Korean teaching mode, and to breakthrough the bottleneck of Korean education by renewal and optimizing. In short, the introduction of cross-cultural education in Korean language teaching can create a newer and better Korean language teaching plan and build the best Korean teaching mode through Korean language teaching activities.

##### **4.3. Firstly, Inductive method can be used**

It mainly emphasizes that teachers can guide students to explain their Korean cultural knowledge in the process of teaching, and then express their ideas in a targeted manner. Its advantage is that it can fully stimulate students' thinking and create the best Korean learning atmosphere. Secondly, the cultural comparison method mainly compares Chinese culture with Korean culture. Through strong differences and similarities, it can improve students' sensitivity to cultural differences and deepen students' understanding of Korean culture and even China's native culture. Finally, communicative practice method is actually the most important method. It emphasizes that teachers can create a good cultural environment for students in the process of teaching, such as guiding students to role-playing or situation dialogue, immersing themselves in the characteristics of Korean culture and Korean language.

**4.4. To create a language environment for learning Korean, efforts must be made to cultivate students'**

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**listening and speaking habits and create a Korean language environment**

Most Korean majors in colleges and universities are concentrated in schools [5]. We are fully qualified to create a “Korean environment”, which simulates the real environment of foreign countries, from clothing and food to radio and television, from newspapers and magazines to Korean computer instructions, from walls, doors to floors, tables, and the audiences, Korean logos, names and advertisements are real. In addition, students should be required to listen, speak, do, and participate in all aspects of teaching and life from Korean in both class and non-class hours. For example, dressing, washing clothes, eating, talking after a meal, walking, and so on, everything should be thought and expressed in Korean. According to the level of Korean conversation, students can use pairs to complement each other, classify and match. They should practice pairing exercises, so as to form a habit, and finally achieve “disguise and thinking”.

**5. Conclusion**

With the acceleration of economic globalization, China’s opening up to the outside world is becoming more and

more extensive. The demand for foreign language talents in various industries in China is also increasing. Traditional education has been unable to meet the basic requirements of Korean teaching at this stage. The implementation of cross-cultural education has become an inevitable requirement and result of educational development.

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