

Analysis of Cross-Cultural Education in Korean Teaching from the Perspective of Constructivism

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Abstract: It has become a consensus to attach importance to the cultivation of cross-cultural education ability in foreign language teaching. However, in practice, the knowledge-centered model commonly used in foreign language teaching in China equates the cultivation of cross-cultural education ability with the teaching of cross-cultural knowledge, resulting in the weakness of students' cross-cultural education ability. The traditional education of pure language knowledge and ability is far from meeting the needs, and the cultivation of high-quality talents with cross-cultural education level will become the ultimate goal of foreign language teaching. Cultural competence, as the core competence of international Korean teachers, contains explicit and implicit dimensions. Constructivism provides theoretical guidance for solving this outstanding problem, while constructivist learning design provides an effective teaching model for how to cultivate students' intercultural education ability in teaching. Research on Korean cross-cultural education based on standard constructivism.

1. Introduction

Introduction

In recent years, the research on cross-cultural education in Korean field has emerged one after another, and how to cultivate students' cross-cultural education ability in Korean teaching has attracted widespread attention in Korean field. With the deepening of international exchanges, the traditional education of pure language knowledge and ability in Korean teaching is far from meeting the needs. The cultivation of high-quality talents with cross-cultural education level will become the ultimate goal of Korean teaching. There are still many differences in understanding of the specific content of cross-cultural education ability among economists. As for the cultivation mode of cross-cultural education ability, most Korean majors still only have the “exam-oriented” language ability, which is far from the ability actually required by cross-cultural education. In Korean basic teaching, students' cross-cultural education awareness can be nurtured and their cross-cultural education ability can be improved by integrating educational cultural concepts, contents and strategies. However, the perception and grasp of the differences between Chinese and western cultural customs, values and ways of thinking in non-linguistic education ability must rely on. However, in the process of Korean teaching, sometimes although the vocabulary, grammar and even sentence structure in Korean materials are very familiar to students, they still have difficulty in accurately and completely understanding the content of Korean materials, which is caused by the lack of understanding of British and American cultural knowledge by Korean students.

In the cross-cultural curriculum, the objective characterization of Korean on students' cognitive process plays a constructive role in the cultivation of their cross-cultural communication ability. At the same time, it is of great significance in cultivating students' independent thinking of Korean, divergent thinking of Korean, independent innovation of Korean and promoting their all-round and comprehensive development. The learning theory developed by constructivism, on the basis of Dialectical Cognition of the objective world, recognizes the role of various elements involved in the

learning process, such as subject, teacher, social and cultural environment and social interaction, in meaningful learning, and studies the individual learning mechanism under their mutual influence, which is in line with the cognitive law of mankind in the era of rationality and the unity with Chinese tradition. The opposites and reciprocal Taoist yin-yang philosophy are consistent with each other. In education, we should not only emphasize the cultivation of students' accuracy in using language, but also pay attention to the cultivation of students' sensitivity, tolerance and flexibility in dealing with cultural differences, so as to meet the needs of increasingly extensive international communication. Constructivism teaching theory has profound enlightenment to Korean teaching and positive reference to the cultivation of innovative Korean talents in China.

2. The Meaning and Current Situation of Cross-Cultural Education

2.1 Cross-Cultural Education

Cross-cultural education ability is a comprehensive and multi-dimensional concept: besides the knowledge dimension, there are thinking dimension, behavior dimension and even emotion and personality dimension. The arrival of the knowledge economy and the development of the information age have greatly promoted the process of global economic integration, and international economic cooperation and trade exchanges have become closer and more frequent. Cross-cultural education among countries and ethnic groups has become an indispensable part of people's lives, especially in the 21st century of cultural diversity, achieving successful cross-cultural education has become an urgent desire. At the theoretical level, many scholars put forward different views on the framework of intercultural education competence. Some scholars believe that the intercultural education competence system includes three dimensions: cultural awareness, cultural knowledge and educational practice. Some scholars believe that effective intercultural education competence includes basic education competence system, emotion and relationship competence system, plot competence system and education strategy competence system. The challenge of cross-cultural education is the ability of educators to perceive and deal with reality, not just to know and remember some fixed knowledge. Each nation has its own unique cultural model, and Korean and Chinese nations are no exception. There are often great differences in lifestyle, social system, language and customs. If we pay attention to the thinking ability in cross-cultural ability, we will not be satisfied with textbooks and simply imparting knowledge in teaching. We will only let students understand the existing cultural facts and master some ready-made educational regulations, but guide students to subjectively feel the real things, experience the cross-cultural situation, and make their own interpretation and judgment of cultural phenomena. The cross-cultural curriculum of foreign language majors is based on making students have a full and correct understanding of the culture of the target country and accept and adapt with a reasonable attitude, especially the cultural phenomena that are interlinked with or different from the national culture.

“Intercultural education ability is a comprehensive ability composed of language ability, nonverbal ability, intercultural understanding ability and intercultural education adaptability”; Cross cultural education ability is the ability to communicate effectively and appropriately in cross-cultural education activities based on personal cross-cultural knowledge, skills and attitudes. That is, in terms of how to cultivate cross-cultural communicative competence, the behavior centered model focusing on cultivating practical competence is more popular in the West; The dominant model in the field of foreign language education in China is the knowledge center model. It is generally believed that cross-cultural educational ability mainly refers to how to use the target language knowledge appropriately in the target cultural context.

2.2 Problems Facing Cross-Cultural Education

This knowledge-centered model, which is commonly used in Korean teaching in China, often equates the cultivation of cross-cultural education ability with the teaching of cross-cultural knowledge, resulting in the weakness of students' cross-cultural education practice ability. College students' intercultural education ability is not optimistic, and many students think that they do not

have intercultural education ability. There are four main reasons: (1) Teaching content pays too much attention to book knowledge; (2) Teaching methods lack the cultivation of intercultural education ability; (3) Emphasis on language knowledge in teaching; (4) Teaching failed to help students to realize and experience themselves. To solve these problems, we should consider the basic Korean teaching and navigation Korean teaching. To strengthen the construction of teachers, teachers should enhance their cultural awareness; Mobilize various forces, compile high-quality teaching materials and implement the concept of “serving for communication”; Adopt a graded teaching system. Only in this way can the international cultural exchange be effectively strengthened, which is conducive to the construction of students' knowledge.

3. Cross-Cultural Training Strategies for Korean Language Teaching from the Perspective of Constructivism

Constructivism, also known as structuralism, is a branch of cognitive theory, and a further development after behaviorism in learning theory developed to cognitivism. The core point of this theory is to emphasize the learner's dominant position, and think that learning is a dynamic process of active construction, that is, with the help of teachers and learning partners, learners consciously construct the meaning of knowledge in the form of cooperative conversation based on real situations, and at the same time learners reconstruct individual knowledge. At present, the main problems facing the cultivation of cross-cultural communicative competence in Korean teaching are that students passively accept relevant cross-cultural written knowledge and lack practical cross-cultural communicative competence. Constructivism provides a theoretical basis for solving this problem, and can guide students to actively construct personal cross-cultural knowledge and acquire cross-cultural communicative competence in class.

3.1 Design the Content of Learning Activities

Constructivism requires creating as real a learning situation as possible in the classroom, and connecting students' learning with real life as much as possible, so that students will feel that new knowledge is more meaningful, acquire new knowledge more easily, and apply what they have learned to new real situations. In order to accomplish this task, students should first learn the traditional and cultural meanings of South Korea, and also explore the existing or newly developed cultural forms that are not included in university culture, and also guide students to learn from other forms to achieve their goals. At this stage, it is emphasized that the teaching process should focus on arousing students' thinking enthusiasm, encouraging and guiding students to think and study problems in all directions, and turning the teaching process into a process of questioning, questioning and dispelling doubts, so as to cultivate students' ability to explore and solve problems from different angles. The learning process is shown in Figure 1.

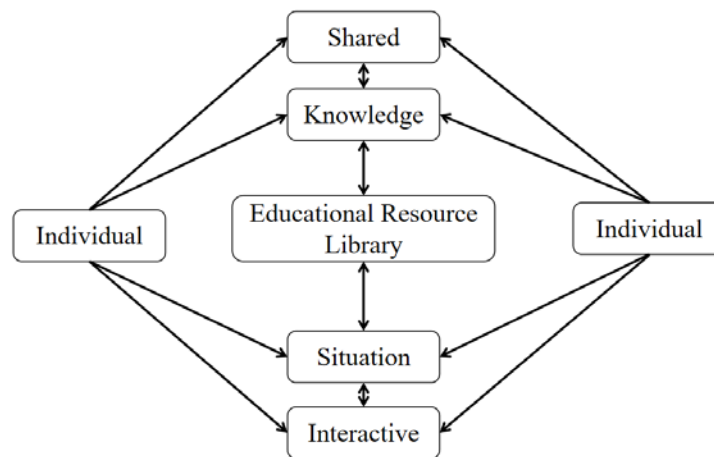


Fig.1 Learning Situation Process

3.2 Adjust Training Content

Improve the knowledge system of cross-cultural education, mainly including concept explanation, values, ways of thinking, cross-cultural adaptation, cultural identity, language education and non-language education, etc. Although more and more countries and regions offer Chinese courses in primary and secondary schools, it is necessary to improve the knowledge system of cross-cultural education because people have different needs at different levels. It not only poses a series of challenges to the training of talents, but also points out the direction for the refinement of the training objectives of talents. It is also necessary to strengthen the training of local Chinese teaching materials and localization of teaching methods in target countries. Cultivate students' awareness of multiculturalism and cultural criticism, as well as their interest, confidence and perseverance in cross-cultural education, so that they can recognize, adapt and even love these roles.

3.3 Methods of Constructing Learning Doctrine

Constructivism holds that as soon as an individual is born, he actively constructs his personal meaning from his own experience, that is, establishes his understanding of the world. Learning is personalized and individualized in nature. No two people study exactly the same. Scheme design for solving problems, data access, cognition and reflection to build new knowledge, so the detection of learning effect needs reasonable and meticulous design, taking into account the links and submission of learning process. Constructivism advocates learner-centered learning under the guidance of teachers, that is to say, it not only emphasizes learners' cognitive role, but also ignores teachers' guiding role. Teachers are the organizers, discoverers and mediators of classroom teaching. Through organized and orderly teaching that conforms to students' cognitive rules, they find out the differences and existing problems of students, and pass on the latest theoretical knowledge to students. Empower students, help them acquire the knowledge, skills and strategies they need to develop, learn to deal with problems, and adapt to various cultural situations and social changes. At the same time, help students learn to think independently, be independent and control their own learning. The process of Korean cross-cultural education is shown in Figure 2.

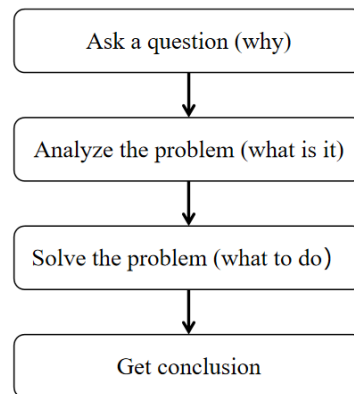


Fig.2 Korean Cross-Cultural Education Process

4. Conclusions

Constructivism teaching is a profound teaching revolution to traditional teaching. Language teachers are the main force of the international communication of Chinese culture, and their cross-cultural communication ability plays a key role in the cultural exchange between China and foreign countries. Using “invisible” means to integrate knowledge into teaching is more important for cultivating students' practical cross-cultural communicative competence. The teaching and cultivation of cross-cultural communicative competence from the perspective of constructivism theory uses situational teaching methods and interactive training models to display the cross-cultural content vividly, intuitively, realistically and purely, at the same time, it is also multi-level and multi-dimensional, which effectively stimulates students' learning interest, expands students' knowledge, and enhances students' recognition and understanding of culture, Effectively help

students construct the knowledge of cross-cultural education and acquire learning methods, so as to cultivate and train students' ability of cross-cultural communication. The center of teaching needs teachers to transfer to students, purposefully cultivate students who are good at learning and have a new spirit of departure, and promote their success in cross-cultural communication in the future. Through the analysis of constructivism, this paper explains the importance of building cross-cultural education for international communication, which can not only urge students' cross-cultural awareness, but also train professionals for the international community.

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