

Reflections on the Orientation of Professional Korean and Professional Korean in College Korean Teaching

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Abstract: College foreign language courses have been offered for more than sixty years. With China's reform and opening-up, exchanges between China and other countries in the world are more and more frequent. In addition to English, Spanish, Italian, Japanese, Korean and other courses are offered in universities all over the country. Based on the teaching of Korean in universities, this paper makes an analysis of the present situation of Korean teaching in colleges and universities in order to help the practical teaching.

1. Introduction

Since the establishment of diplomatic relations between China and South Korea in August 1992, bilateral relations have developed rapidly. At present, China has become Korea's largest trading partner and largest target country for investment, while Korea is China's fourth largest trading partner and third largest source of imports. The two countries are close to each other in terms of literature, etiquette and aesthetics. With the continuous development of bilateral relations, China needs more Korean talents. As a springboard for college students to learn Korean, it is of great significance to understand how to set up Korean courses scientifically and reasonably.

Based on the analysis of the present situation of foreign language (Korean) in universities, the author's practical teaching experience and literature, this paper will closely follow the orientation of university's transformation to an applied university, combine the current situation of students and the future development direction of students, sort out the orientation of professional Korean and professional Korean in university's Korean, and explore a scientific and reasonable teaching mode.

2. Current Situation and Major Problems of Korean Language Teaching in Universities

2.1 Current situation of Korean teaching in Universities

Korean, as a relatively new subject in college foreign language courses, has become more and more popular in foreign language learning in China in recent years. Hundreds of colleges and universities in China have set up Korean majors, a large part of which are four-year undergraduate majors. Most of these Korean majors draw lessons from other foreign language professional curriculum systems, which are based on experience and play an important role in the beginning and development of Korean education, and train a large number of Korean talents. However, with the development and wide application of information technology, the traditional teaching system has been greatly challenged. In the society, people make fun of college foreign languages to varying degrees, such as "time-consuming and inefficient", "mute foreign languages" and "deaf foreign languages". Whether the news report of "80 million students learning foreign languages, 90% of translators" (Zhao Jing 2006) or the appeal of foreign language academics such as "the present situation of university foreign language education in China deserves reflection" (Sun Youzhong) reflect the necessity of further deepening the reform of university foreign language teaching at different levels.

Compared with other foreign language courses, Korean course in University lacks a broad guiding syllabus. Teaching objectives, class hours, textbooks, language grades and so on are mostly decided by the teachers [Bi Xinyan (2012), "Korean Second Foreign Language Curriculum Design".]. If only "language" is taught to students as a kind of knowledge, and students are forced to memorize words and grammar passively, and Korean is not taught to students as a kind of ability, tool and skill, it is not conducive to students' large-scale language foundation and does not meet the training needs of new-type compound talents. Therefore, how to avoid these problems and how to locate scientifically and reasonably is particularly important.

2.2 Major Problems in Korean Language Teaching in Universities

Many college students' understanding of college foreign languages is limited to what they have learned as long as they don't hang out. The reasons for this situation are as follows: 1. not major; 2. to teach for graduation; 3. not aware of the importance of foreign languages to themselves; 4. teachers' curriculum design is not targeted. This leads to the unsatisfactory completion of classroom teaching objectives and tasks, the poor mastery of knowledge by students, and the loss of interest in learning, which seriously affects the teaching effect. Many foreign language experts and scholars have discussed the problems in college foreign language teaching, especially the orientation of college foreign language teaching (Zhang Zhengdong 2007; Dai Weidong 2009; Hu Wenzhong 2009, 2011; Cai Jigang 2010, 2011, etc.). Generally speaking, the views of experts and scholars can be divided into two aspects. 1. The lack of university foreign language teaching planning; 2. The inappropriate orientation of university foreign language teaching [Ding Renlun, Dai Weidong (2013), 'Reflections on the orientation of university foreign language teaching'.].

Combining the above problems, we can see that the orientation of Korean in universities is particularly critical. At the present stage, most colleges and universities still take the traditional teaching methods as the leading factor in the establishment of Korean courses in universities, and transfer the teaching mode of Korean specialty to Korean classes in universities. There are insufficient plans for the two-year and four-semester Korean courses in universities. Secondly, the selection of textbooks does not meet the needs of Korean students in universities. Different colleges and universities have different teaching plans and different class hours per semester. There is no uniform standard, which leads to great chance and randomness in the selection of textbooks for teachers. Thirdly, a single test means, examination is the magic weapon to test students' knowledge, but for Korean courses in universities, how to test students' level, how to enable students to learn and use actively, and how to avoid the emergence of "high marks and low abilities" need teachers to think deeply. As a public compulsory course in Colleges and universities, the orientation of University Korean is very important. Should we focus on professional Korean or professional Korean, it is the most important issue facing university Korean curriculum.

3. Professional and Professional Korean in College Korean Teaching

3.1 The Difference between Professional Korean and Professional Korean

Professional Korean emphasizes academics while professional Korean emphasizes applicability. For Korean majors, learning professional Korean is necessary, because Korean majors will be engaged in occupation after graduation based on Korean, Korean level and ability will directly determine their future work. The students who study Korean in universities are those who do not have Korean majors. They all have their own majors. At this time, they should consider their future career orientation. Professional Korean will exist as a tool to assist students' professional competence.

Korean majors mainly study the basic theories and knowledge of the corresponding language, literature, history, politics, economy, diplomacy and culture, receive good proficient skills in listening, speaking, reading, writing and translation, and have certain scientific research methods in accounting, so as to cultivate professional competence and better quality in translation, research, teaching and management. Ability [Kim Jong-hee (2011), "International General Korean Education

Standard Model Development Phase II".] As non-Korean majors, College Korean learners' learning needs and motivations are mostly based on their interests or professional knowledge. They are limited to the application of basic Korean language, less class hours, and a general understanding of Korean culture and society. They should reduce the difficulty and requirements of Korean learning appropriately and offer professional Korean courses.

3.2 The relationship between professional Korean and professional Korean

As for college Korean learners, professional Korean is more in line with their requirements, but professional Korean and professional Korean are closely linked, and can not be completely distinguished. Major decides occupation and occupation depends on specialty. They are inseparable.

Most College Korean learners are zero-based students, so it is unfavorable for the future development of Korean learning to enter vocational Korean directly at the beginning stage. We should start from introducing professional Korean to lay a good foundation for future vocational Korean learning. For example, a student majoring in Chinese, his future career can be journalist, teacher, civil servant, secretary and so on. For this student, the basic Korean dialogues, supplemented by professional Korean, will add to his work. Through professional Korean teaching, students' autonomous learning ability and basic knowledge of Korean are trained to lay a solid language foundation for students. Then, according to the different majors they study, vocational Korean education is carried out to improve students' comprehensive quality and provide more chips for students' future employment success, so as to achieve the purpose of learning for practical use.

4. Orientation and Planning of Korean Teaching in Universities

4.1 Teaching content should be practical

The selection of Korean language textbooks must be a comprehensive textbook for the main purpose of improving the communicative competence of Korean language, so as to enable students to learn Korean in all areas in a balanced manner, so as to achieve the basic goal of familiarizing themselves with Korean culture and understanding Korean people's daily life. In the initial stage of students' learning Korean, teachers should select appropriate textbooks for teaching according to the different quality level of students, so as to achieve the final teaching effect, and then affect the learning effect of students. Korean is a relatively simple language. The first semester [professional Korean teaching] can be extended to the second semester according to students' quality, teaching progress and goals.] Professional Korean teaching is based on basic knowledge, laying a solid language foundation for students, and training students' self-study ability. In the initial stage of any language, the focus is on cultivating students' interest in learning Korean, so as to provide help for the later language learning.

4.2 Teaching methods should vary from person to person

There are many kinds of teaching methods, which should be adjusted according to students' quality and their majors. In vocational Korean teaching, situational teaching should be used as much as possible to guide students how to use Korean in practical working environment in order to achieve the purpose of students' practical application ability.

1) Students of different majors can choose different places to attend classes, set story backgrounds, stimulate students' learning motivation, and enable them to carry out "on-the-spot" language training in different situations, so as to understand the situation of Korean practical ability to solve problems.

2) Increase the discussion of factual issues. Starting from the current relationship between China and South Korea, we will discuss issues of interest to Korean students, Korean TV dramas, Korean cosmetics and other issues, mobilize students' enthusiasm and activate the classroom atmosphere.

3) Combining listening and speaking, dictation teaching method mainly focuses on listening, supplemented by speaking and writing, so that students can use what they hear to imitate and apply it, and then repeat exercises to consolidate the learning content.

4) Reading pedagogy, find students' books, magazines, papers and so on. To motivate students to study actively and encourage them to read more books so that they can really achieve the purpose of learning Korean for practical use.

4.3 Scientific teaching methods

1) Using multimedia teaching tools and using images and pictures instead of traditional teaching methods to teach in different majors, students can have a better understanding of the application of Korean in combination with their own majors.

2) Can use the flip classroom, return the classroom to the students, with students as the main, teachers as the auxiliary way for classroom teaching. In advance, students are given topics related to their majors. After autonomous learning or group discussion, teachers give guidance and answers.

To sum up, the teaching of Korean in universities should combine professional Korean with professional Korean. For example, two or four semesters, the first and second semesters are mainly professional Korean teaching, supplemented by vocational Korean teaching, while teaching basic knowledge, focusing on learners' professional related content; the third and fourth semesters are mainly professional Korean teaching, supplemented by professional Korean content. Help students to learn more of this professional knowledge, to achieve the purpose of application.

5. Conclusion

As a relatively new college foreign language course, University Korean should draw valuable teaching experience from other college foreign language subjects and try to avoid the existing shortcomings. There may be several levels of needs for a group to learn a language other than their mother tongue: one is to meet the basic needs of survival; the other is to meet social needs; and the other is to meet professional (professional) needs (Guishichun 2012). Based on these three basic points, it is imperative for Korean teaching in universities to truly combine profession with profession. Of course, the significance of foreign language teaching may be more than that, but from a practical point of view, making Korean truly a "tool", a tool that can help our own professional is the most important problem we face. It is very necessary to orientate professional Korean and professional Korean in University Korean teaching and to innovate boldly to meet the needs of modern society. Teaching in a variety of forms in the classroom will certainly enable students to improve their interest in learning, and in a relaxed and pleasant atmosphere to learn knowledge and exercise their language skills. College Korean classroom should not be unchanged, should be flexible and unconstrained. According to the different learning objects, using different teaching methods, providing different teaching contents, combining with more scientific multimedia teaching methods, summing up the key points of flexible application of teaching materials, can achieve teaching purposes and improve students' learning effect.

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