

Research on the Application of Blended Teaching of Korean Course in internet+

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Abstract: Blended Teaching(BT), a college Korean course under the internet+ environment, has broad application prospects. By continuously improving teaching strategies and promoting the construction of teacher training and support system, it is expected to further optimize the BT model and improve the quality and effect of Korean education. The purpose of this study is to explore the application of college Korean course BT under the internet+ environment, and to study its influence on improving learning effect and promoting discipline development. Through in-depth analysis of the introduction of online learning platform, the design of personalized learning path and the strategies of teacher training and support, this study attempts to reveal the potential impact of BT on students' learning experience and teaching effect. BT, a college Korean course under the internet+ environment, has played an active role in enriching teaching resources, enhancing learning interest, designing personalized learning paths and cultivating intercultural communication ability. The introduction of online learning platform provides students with more flexible and diversified learning opportunities, while personalized learning path design makes teaching closer to students' needs and improves their learning enthusiasm. At the same time, teacher training and support ensure the smooth implementation of BT and promote the improvement of teaching quality.

1. Introduction

With the rapid development of Internet technology, the field of education has also ushered in unprecedented changes. Internet+ environment provides rich teaching resources and innovative teaching methods for higher education, and brings new opportunities and challenges to college language education. Traditional Korean teaching is often dominated by classrooms, and students are instilled with language knowledge and cultural background in a limited time. However, this traditional teaching method is difficult to meet the needs of students' personalized learning, and it also limits the diversity and depth of teaching content[1]. Internet+ environment provides new possibilities for language education. By introducing online resources, social media, VR and other diversified teaching methods, students can acquire knowledge more flexibly, participate in interaction and expand opportunities for cross-cultural communication.

Blended Teaching(BT), as a mode of integrating traditional face-to-face teaching and online learning, can give full play to the advantages of various teaching resources and improve the flexibility and depth of students' learning. By integrating online and offline resources, students can learn the course content through the network platform outside the classroom, prepare the classroom in advance, and make the face-to-face teaching time more focused on communication, practice and application[2-3]. This teaching mode is expected to promote the cultivation of students' autonomous learning awareness and improve the learning effect of Korean courses. Under this background, this study aims to explore the application of BT in Korean language course under the internet+ environment, with a view to improving students' learning effect, cultivating cross-cultural communication ability and promoting the innovative development of language education. Through this research, it is expected to provide an innovative teaching model for college language education and contribute to the cultivation of talents with cross-cultural communication ability.

2. The concept of BT

BT is a teaching mode that integrates traditional face-to-face teaching and online distance teaching. This teaching method aims to give full play to the advantages of traditional teaching and modern technology and create a more flexible and diverse learning experience. BT is not only a simple superposition of traditional teaching, but also an innovative educational method, which promotes students to develop more comprehensively in a variety of learning environments[4]. The core feature of BT is that it combines traditional face-to-face teaching with online learning. Students can not only communicate with teachers and classmates in real time in the classroom, but also obtain teaching resources and discuss through the online platform, making the learning time and place more flexible. BT provides students with a more personalized learning experience by integrating different teaching resources. Students can study independently online according to their own learning progress and interests, while face-to-face class time is more used for interaction, practice and in-depth discussion.

Traditional teaching is often limited by time and space, while BT enriches teaching content and forms by integrating various teaching methods, such as online video, VR and social media, and improves students' participation and interest. BT encourages students to carry out cooperative projects and group discussions on the online platform, which enhances the interaction and cooperation among students. This is helpful to cultivate students' teamwork ability and cross-cultural communication skills. Through the online learning platform, teachers can track students' learning progress in time and provide real-time feedback[5]. This not only makes the teaching process more targeted, but also helps students better understand and master knowledge.

With the digitalization of society, BT better meets the needs of students and educational institutions for digitalization and online learning, and brings innovation and foresight to the education system. As a form of educational innovation, BT not only broadens the boundaries of traditional teaching, but also provides a more flexible and personalized learning method, enabling students to better adapt to the changing learning environment today.

3. The influence of internet+ environment on Korean course teaching in universities

With the rapid development of Internet technology, the internet+ environment is profoundly affecting university education, especially in the field of language courses. Internet+ environment provides rich and colorful teaching resources for Korean courses in universities. Students can get the latest Korean textbooks, real-time cultural information, multimedia materials and so on through the online platform. This not only makes the teaching content more lively and interesting, but also enables students to deeply understand contemporary Korean society and culture. Internet+ environment provides students with personalized learning opportunities. Students can choose suitable online learning resources according to their own learning rhythm and needs, and carry out autonomous learning. This helps to meet students' different academic levels and interests and improve the learning effect[6-7].

The traditional face-to-face teaching is limited by time and space, and the internet+ environment makes the Korean course more flexible. Students can participate in the course study at any time and any place through the network, which improves the convenience and efficiency of learning. Online platform provides students with more opportunities to interact with teachers and classmates. Through online discussion and collaborative projects, students can actively participate in the Korean language learning community, improve the frequency and depth of language communication, and cultivate the ability of cross-cultural communication[8].

Internet+ environment enables teachers to track students' learning progress more timely and provide real-time feedback. Through online testing and evaluation tools, teachers can understand students' mastery more comprehensively and make targeted teaching adjustments. Internet+ environment has brought innovative teaching methods for Korean courses in universities, such as VR technology and online language exchange platform. These novel teaching methods enrich the teaching content and improve students' learning experience. By introducing multimedia materials

and practical projects, students can not only improve their language level, but also cultivate interdisciplinary knowledge and skills in practical application.

Internet+ environment has injected new vitality into Korean courses in universities and provided more extensive and in-depth learning opportunities. However, it is also necessary to pay attention to the effective management and quality assurance of the teaching platform to ensure that students can fully benefit from this new teaching mode.

4. The application of BT in college Korean course

Under the background of internet+ environment, BT has become a more flexible and diversified teaching mode for Korean courses in universities. In order to give full play to the advantages of BT, it is very important to formulate scientific and reasonable application strategies.

4.1. Diversification of teaching resources

With the continuous progress of globalization, Korean, as an important international language, has become increasingly prominent in university education. In Korean course, ideological teaching is an important link to cultivate students' all-round development. In order to improve the effect of ideological teaching, we must constantly enrich and diversify teaching resources (Figure 1).

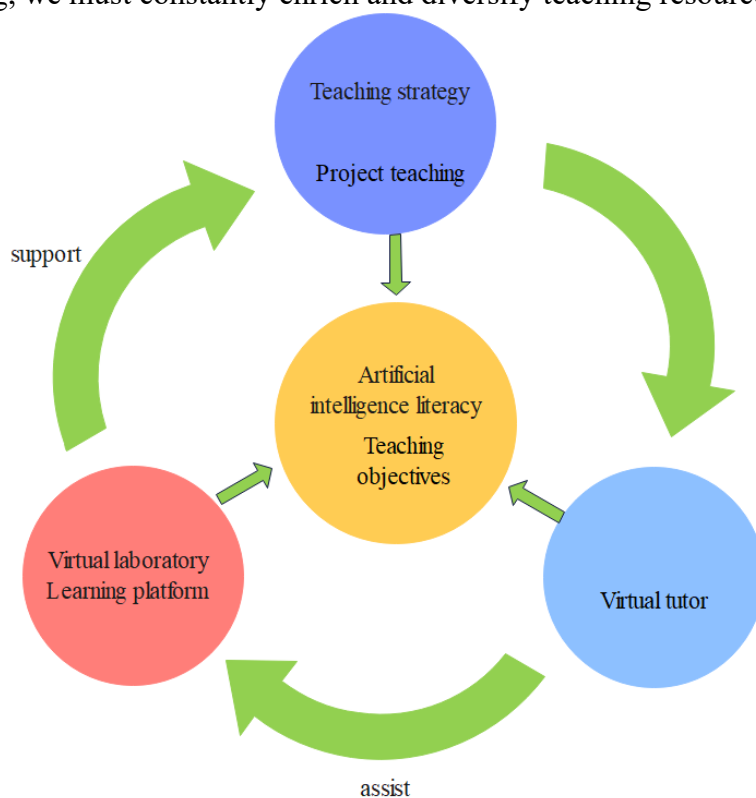


Figure 1 Instructional design model

In order to better implement ideological education, Korean courses can introduce a variety of teaching materials, including literary works, historical materials, social investigation reports and so on. Through these textbooks, students can have a more comprehensive understanding of Korean society, culture, history and other information, and then form a deeper understanding of Korea. For example, by analyzing the characters and events in Korean literary works, students can be guided to think about the relationship between literature and society, ethics and morality[9].

In order to make ideological teaching closer to the actual needs of students, Korean courses can be closely combined with other disciplines to realize interdisciplinary ideological teaching. For example, cooperate with history, sociology, cultural studies and other disciplines to jointly design courses, so that students can learn Korean history, social structure, cultural traditions and other aspects of knowledge while learning Korean. Such interdisciplinary teaching is helpful to cultivate

students' comprehensive quality and make them more capable of comprehensive application in academic and social practice.

In order to improve students' language practical ability, we can organize various foreign language practice activities, such as language corner and cultural exchange meeting. Through these activities, students have the opportunity to communicate with native Korean speakers, better understand Korean society and broaden their international horizons. Such practical activities can not only train students' language expression ability, but also help to cultivate their cross-cultural communication ability.

With the help of the Internet, students can participate in the online language exchange platform and communicate with Korean native speakers in real time. This kind of resources can not only improve students' oral expression ability, but also cultivate cross-cultural communication skills. Using VR technology, teachers can create a virtual experience scene of Korean culture. Students can experience Korean traditional culture, participate in life scenes and improve their personal perception of language and culture through VR. Combining language learning games and interactive applications on the Internet platform, teachers can design interesting learning activities to stimulate students' interest in learning. This interactive nature not only improves students' participation, but also encourages students to study in a relaxed atmosphere. The diversification of ideological teaching resources of Korean course in colleges and universities is of great significance to the cultivation of students' comprehensive literacy and comprehensive ability. By introducing diversified teaching materials, interdisciplinary teaching, innovative teaching methods and foreign language practice activities, ideological education can be more effective and provide more abundant support for students' comprehensive development.

4.2. Personalized learning path design

In the internet+ environment, personalized learning path design is one of the key strategies of BT. This strategy provides a tailor-made learning experience according to students' individual characteristics, academic level and learning needs by flexibly using online resources and technical tools, thus promoting students to learn Korean language and culture more deeply and efficiently[10]. Through the design of personalized learning path, students' interest in learning is stimulated and their independent thinking and critical thinking are cultivated. Through regular individual evaluation and feedback, educators can better understand students' learning situation, adjust personalized learning paths in time, make them more in line with students' needs, and correct deviations in learning in time (Figure 2).

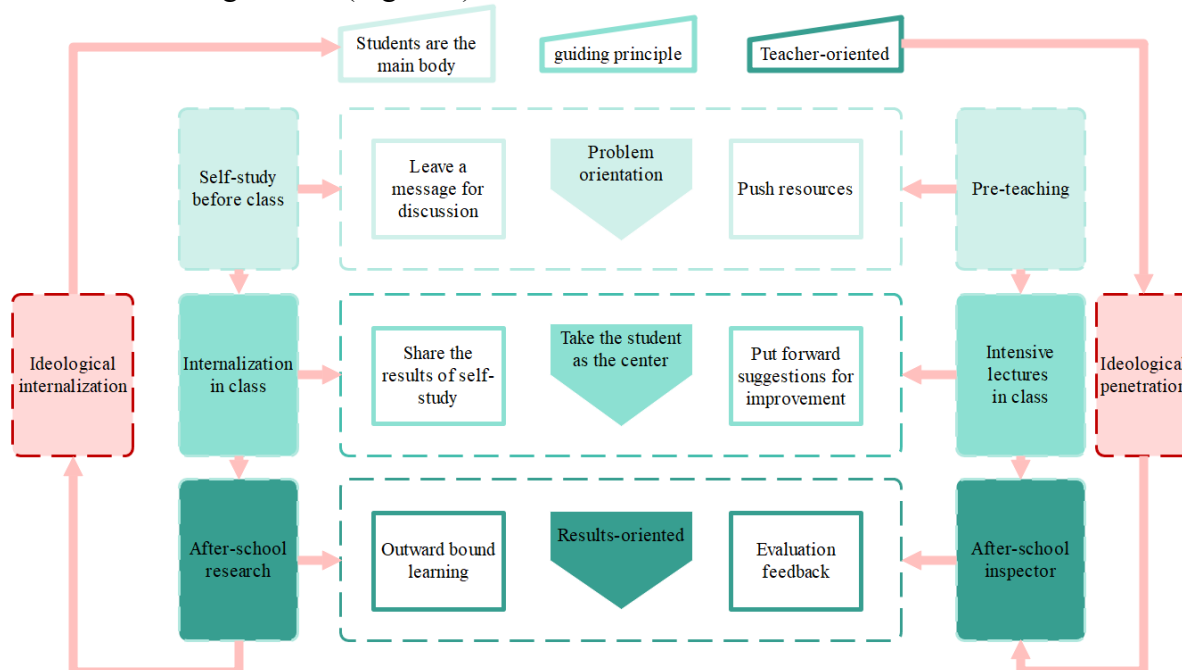


Figure 2 Ideological personalized learning path design of college Korean course

Before the course begins, it is a key step to conduct a comprehensive student ability assessment and demand analysis. Through various evaluation methods, teachers can understand students' language level, subject knowledge, learning style and hobbies, and provide strong support for the design of personalized paths. According to the evaluation results of students, choose differentiated teaching resources. For students with higher language proficiency, more challenging learning materials can be provided; For beginners, it is necessary to provide more basic teaching resources. This differentiated design ensures that each student makes progress at an appropriate learning level. Provide students with certain autonomous learning modules, so that they can study according to their own time and study plan. This can be achieved through online teaching materials, learning tasks and self-test questions, which can stimulate students' interest in autonomous learning.

Based on students' learning performance, teachers should adjust the personalized learning track at any time. If students demonstrate a good degree of mastery, teachers can moderately increase the difficulty level. Conversely, if students encounter difficulties in learning, differentiated teaching methods should be employed to offer additional help and support. To facilitate personalized learning, it is essential to create individualized learning plans with students. These plans should clearly outline learning objectives, timeframes, and evaluation criteria. Through personalized counseling, teachers can enhance students' engagement in learning and foster a sense of purpose and accomplishment. Taking into account students' interests and career aspirations, teachers should provide interdisciplinary and cross-cultural opportunities for expanded learning. For instance, guiding students to participate in relevant research projects, field trips, or cultural activities related to Korea can make learning more practical and engaging. Using learning analysis tools, this paper makes an in-depth analysis of students' learning behavior and performance. This can help teachers understand students' learning styles and problems more accurately and further optimize the personalized learning path.

Through the above personalized learning path design, the ideological education of college Korean course will be closer to the actual needs of students, better promote their all-round development, and lay a solid foundation for their future academic and professional careers.

4.3. Regular online assessment and feedback

Through regular online evaluation and feedback, teachers can keep abreast of students' learning situation, adjust teaching strategies, and provide personalized support for students to achieve a more effective learning process. Online assessment provides an opportunity to know students' learning progress in real time. Through regular tests, homework and questionnaires, teachers can track students' progress in language mastery and cultural understanding, and find out students' possible difficulties and problems in time. Regular online assessment provides teachers with opportunities to provide personalized feedback and guidance to students. Teachers can give targeted suggestions according to the actual performance of each student to help them improve and improve their learning level. By analyzing the results of regular online assessment, teachers can adjust teaching strategies to better meet the needs of students. This includes modifying teaching content, adjusting teaching methods, and optimizing the design of online learning platform to improve the overall teaching effect.

Regular online assessment can effectively stimulate students' learning motivation. By affirming and recognizing their efforts and progress in a timely manner, teachers can encourage students to continue studying diligently. Furthermore, regular evaluation is instrumental in identifying potential learning issues, providing timely support, and preventing a decline in motivation. Through online assessment, teachers facilitate communication and cooperation among students. Utilizing online platforms, teachers can establish learning communities where students share their experiences, resources, and foster mutual learning. This approach enables students to gain a clearer understanding of their learning status. Feedback from assessments helps students recognize their strengths and weaknesses, allowing them to adjust their learning strategies and plans more effectively. By cultivating students' autonomous learning abilities, teachers empower them to better understand their learning needs and proactively seek solutions.

Under the internet+ environment, regular online assessment and feedback is not only a means to monitor students' learning progress, but also an effective way to establish positive interaction with students and improve learning quality. Through scientific and reasonable evaluation strategies, teachers can better realize personalized teaching and improve the BT effect of Korean courses.

4.4. Teacher training and support

Under the internet+ environment, the training and support of teachers are the key factors to ensure the effectiveness of teaching and the quality of students' learning. Teachers need to be trained to master various online teaching tools. This includes learning management system, VR technology, online assessment tools and so on. Training should focus on practical operation, so that teachers can use these tools flexibly and improve the interactivity and diversity of courses. Training should focus on the integration of instructional design and online resources. Teachers need to learn how to effectively design BT courses, integrate online and offline teaching resources, and ensure the consistency and richness of teaching content. The training content should cover how to provide personalized learning support. Teachers need to learn to design differentiated learning paths according to students' individual differences, and provide personalized feedback and counseling by using online platforms to meet students' diverse needs.

Training courses should emphasize the unique methods and strategies of online teaching. This includes training on how to promote students' participation in virtual environment, how to design effective online group cooperation projects, and how to use multimedia resources to improve learning experience. Teachers need to constantly improve their knowledge of Korean language and culture, and at the same time cultivate cross-cultural communication ability. This will help teachers better understand students' cultural background, design more cross-cultural teaching content and promote students' comprehensive language ability. Effective online teaching depends on good communication skills.

The training content should include how to establish positive interaction in virtual environment, promote effective communication between students and teachers through online platform, and create a good learning atmosphere. Training should emphasize the guarantee mechanism of teaching quality. Teachers need to learn to use online evaluation tools, collect students' feedback, evaluate teaching effect, and adjust teaching strategies in time to ensure the efficiency of BT and the quality of students' learning. Training should also encourage teachers to have the ability of academic research and innovation. Teachers can promote the continuous development of BT in Korean courses by participating in educational technology research and innovating online teaching methods.

5. Conclusions

On the whole, BT, a college Korean course under the internet+ environment, is a promising teaching model. By making full use of online resources and technical tools, combined with personalized learning path design and teacher training support, Korean language education can be more flexible, diversified and efficient. The successful practice of this model not only brings new enlightenment to college language education, but also provides useful experience for BT in other disciplines.

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