

Teaching Methods of Spoken Korean

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Abstract: To improve the oral ability of Korean is an important goal of Korean learning. It is also an arduous task in foreign language learning to improve the oral ability of students. How to improve the oral ability of students is also a key problem that puzzles teachers' education and teaching. In order to improve students' oral English ability in Korea, it is necessary to make clear the orientation of the course and the goal of teaching, and then combine a variety of effective teaching methods to improve students' oral English ability. Based on the teaching experience of Korean oral English in recent years, this paper makes a simple analysis and summary of the problems often encountered in Korean oral English, and provides theoretical guidance on how to improve the teaching methods of Korean oral English.

Keywords: Korean; Oral English teaching; Teaching method

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With the rapid growth of national economy and the continuous innovation of science and technology, the development of higher education has also achieved a qualitative leap. As the most important link in the Korean teaching process, oral training is an essential teaching practice link in the Korean teaching process, which directly affects the students' Korean expression ability and quality. Therefore, Korean teachers in Colleges and universities should set up advanced teaching concepts, innovate and apply Korean oral teaching methods according to the actual situation and characteristics of students' learning needs, try their best to create a good oral training teaching environment for students, mobilize students' enthusiasm and initiative to

learn Korean, so as to improve the teaching quality and efficiency of the whole classroom Further improvement.

1 Difficulties in Korean oral English learning

1.1 Written and spoken language

Korean and Chinese are very different. Korean distinguishes spoken and written language. Most of the articles in students' textbooks are presented in the form of written language. However, if you want to share this article or speak it out, you must change it from spoken language to spoken language, so that students will have confusion between written language and spoken language.

1.2 Complex honorifics

Among all the national languages in the world, Korean has the most complicated honorific grammar. When talking with people of different status, age or status, we should use different honorifics. If the honorific words are used incorrectly, it is to make the other party generate antipathy. In respect of honorifics, students' oral use of them is also very difficult.

1.3 Word order is different from that of Chinese

In Chinese word order, subject predicate object is used, but Korean word order is subject object predicate. It's difficult for the students who have been learning Chinese since childhood to change. In addition, Korean has a very complex tail change, which is also a big problem in students' oral communication.

1.4 Omitting personal pronouns

In Korean sentences, the personal pronouns of "I", "you" and "he" are basically omitted. Students often ignore the problem of using position and relative

appellation instead of bearing pronouns.

1.5 Lack of confidence and interest in oral practice

Interest is the best teacher in the learning process. In the practical teaching of Korean speaking, teachers should do their best to improve the quality and efficiency of students' Korean learning. It is necessary to cultivate students' interest in learning, so that students can fully mobilize their enthusiasm and initiative for learning, so that students can establish self-confidence in learning, actively overcome the difficulties in oral communication, and immerse themselves in oral training and teaching activities. However, from the perspective of current Korean teaching, most Korean teachers' teaching concepts are relatively backward. They still adopt the traditional "indoctrination" teaching method, which will lead to students' passive learning from the beginning to the end, and students lack the opportunity to practice oral English. This will not only lead to students' lack of confidence in Korean expression and communication, but also reduce their enthusiasm for oral English learning. As long as the students make oral mistakes in using Korean, they will even attack their self-confidence, which has a huge negative impact on their learning and enthusiasm of using oral English for communication, and may even lead to learning weariness.

1.6 Lack of teaching resources

Most colleges and universities in China use textbooks of Seoul University and Yanshi University as oral Korean textbooks for Chinese students. Although these textbooks are of higher quality than those published in China in terms of content authenticity and language accuracy, they involve various cultures and customs of South Korea, and also enable Chinese students to master and understand the language, culture and cultural background of South Korea more comprehensively. However, these textbooks are lack of training for our students' needs for Korean oral learning. The proportion of words and grammar in the teaching materials is too large, and the actual oral training content is too little^[1]. It is difficult for teachers to carry out various interesting oral teaching activities according to the teaching objectives of oral English. This not only causes a long time for learning words and grammar, but also a short time for oral practice, which has a great obstacle for students to develop their oral communication ability and Korean application ability.

1.7 Unchanged oral mode

From the perspective of the current Korean oral practice teaching mode, teachers' classroom teaching is greatly influenced by the traditional teaching concept, resulting in the whole teaching method and mode are too conservative and lack of innovative awareness of the teaching mode. In the course of Korean spoken language training and teaching, teachers still adopt the self-centered classroom teaching method. Students can only accept the teacher's oral knowledge explanation rigidly. There is a lack of oral communication and interaction between teachers and students. Students are generally not interested in a single question and answer teaching mode. In addition, teachers can not give full play to and use the teaching functions of multimedia teaching resources and information technology, and teachers lack the mastery of multimedia teaching skills. Most of the teachers still stay in the use of courseware, and the oral teaching activities are based on the traditional blackboard teaching. It is difficult for students to have interest and desire in oral learning and oral communication, so the oral learning environment must be optimized and improved.

2 Improve the teaching methods of oral Korean

2.1 Update teaching materials and handouts according to the actual situation

The oral Korean class is conducted in the way of one topic in each class, but the vocabulary provided by each topic is not very large. For example, in the process of getting sick, try to add some words about Korean diseases, some words about diseases, or some words about hospitals, so that students can easily digest them, and then master grammar as much as possible^[2]. Due to some time updating factors, some textbooks have old words, such as Korean, which use more English loanwords. At this time, we should try our best to add some popular Korean proverbs or vocabulary, so that students can master some of the latest popular vocabulary in time, so as not to let their knowledge too old. The theme of each course is better, but the text part is not enough, and the fit degree with the theme is not very high, which is a bit insufficient, so try to supplement the text involved in the theme of each lesson to the students. The cooperative practice part at the back of the textbook is very good, so that students can use the grammar mentioned above, expand

their imagination according to the pictures in the book, complete each topic, and finally have a thinking problem, so that students can have a comprehensive dialogue practice.

2.2 Strengthen oral practice and improve oral professional quality

In fact, there is only one way to improve students' oral Korean ability, that is to let students speak and practice more, and overcome their timidity in speaking. As long as they talk, they can improve^[3]. Because Korean is a very developed language of honorific style, we need to let students speak in different identities, design different situations for students, let them write a dialogue according to different situations first, because they can think in the process of writing, and then they can talk in groups, so that they can reduce some speaking tension, and then slowly increase the difficulty, let them imitate the segments of a better TV play, get familiar with some expressions and voices between different people, and then let them directly train in the form of dialogue, improve the difficulty bit by bit, let them improve the difficulty bit by bit, do not have the fear because of the sudden increase of difficulty, and gradually improve the students' spoken Korean Ability.

2.3 Strengthen autonomous learning management and oral practice

Teachers should also frequently organize students to carry out a variety of extracurricular practical activities, such as the campus Korean corner like English corner, Korean drama simulation dialogue, Korean speech contest, etc., to focus on the cultivation of students' enthusiasm and ability to express their ideas. According to the situation, teachers can also use multimedia teaching aids, such as playing tapes and CDs to students, or watching Korean dramas through the network to imitate dialogue, so as to strengthen students' perceptual knowledge of Korean, and improve students' interest and motivation in learning Korean^[4].

2.4 Clear positioning and teaching objectives

The most direct and effective way to improve Korean oral ability is Korean oral class. In fact, oral Korean is a very important course for both students and teachers. But for a long time, the course orientation, teaching objectives and contents of oral English course are not very clear. Therefore, in order to effectively improve students' oral ability through Korean oral class, we should first make clear the positioning of the course

and the teaching objectives, and then make clear the teaching content of each stage. The established teaching objectives and teaching contents put forward strict and clear requirements for Korean oral English teachers. English oral English teachers must first understand and master the teaching contents of basic Korean and Intermediate Korean corresponding to the courses they teach, and on this basis, formulate the tasks and plans of English oral teaching by combining the oral English Teaching materials^[5]. There is also a need to pay attention to the selection of oral Korean textbooks. Teaching material is the medium of teaching. At present, although there are many textbooks developed and introduced by all kinds of educational institutions and universities at home and abroad, there are not many textbooks suitable for oral Korean. Some textbooks are too long and need to teach many new words and grammar; Some textbooks pay more attention to the basic grammar, and the oral color is not strong. When choosing from a large number of textbooks and reference books, it is very important to choose those textbooks which are in line with the curriculum orientation and closest to the teaching objectives and tasks of the curriculum and can highlight the characteristics of oral teaching.

2.5 Cultural penetration

The teaching method of cultural infiltration refers to the teaching method that enables students to learn the language under the condition of understanding Korean cultural customs and their thinking mode through the explanation and teaching of relevant cultural knowledge. Language and culture are inseparable. Language is not only the carrier of culture, but also an important part of culture. Therefore, foreign language teaching should not only be a simple language teaching, but also in the whole process of learning the language, let students understand the Korean culture, through the creation of cultural atmosphere, so as to stimulate students' thinking and wisdom in language learning^[6]. For example, as a nation-state, South Korea has a strong sense of common ground. The linguistic expression of this concept is that when Koreans speak, they often use the word "we". In addition to "our country" and "our language" and "our school", the words "our husband" and "our wife" are often used even when referring to one's own wife or husband. For students who don't know Korean culture, this language is easy to be confused. Even when using this kind of spoken

Korean, they will subconsciously change "we" to "I". In order to avoid this problem to the greatest extent, teachers should carry out culture infiltration education for students in the process of teaching, which is a very important step for students to learn Korean oral English well. In the process of teaching, teachers can also set up simulation or simulation scenes and props in combination with the Korean cultural issues involved in the on-site teaching content, guide or organize students to experience, so that students can feel the specific content and understand its connotation.

2.6 Change teaching mode

From the perspective of teaching methods, teachers should change the traditional self-centered teaching mode, and according to the relevant teaching experience at home and abroad, summarize a new teaching mode of "teachers as the leading and students as the main body"^[7]. Teachers should not only take students as the container of knowledge to instill knowledge, but also give full play to the role of students as the main body, fully mobilize students' enthusiasm for learning, let students like learning, want to learn, the best is to actively want to learn. In the classroom teaching, encourage students to speak more Korean as much as possible, and design some oral activities that students are willing to participate in. For the introverted students, in order to help them overcome the psychological barriers of speaking Korean, teachers should try to create a harmonious atmosphere, give students more encouragement and guidance, so that they can devote themselves to the classroom atmosphere of active speech and speech.

2.7 Reform the assessment method

In the current era, the assessment methods of Korean spoken language curriculum are basically based on the percentage system, combining the usual evaluation with the results of the mid-term and the end of the term. Due to the single form of examination, it cannot fully reflect the effect of teaching quality, nor can it accurately test the real level of students' Korean spoken language. In addition, the timeliness of urging students to learn is weak, and it cannot improve students' enthusiasm for learning at ordinary times. Therefore, teachers have to change the traditional assessment methods^[8]. They can use monthly or regular assessment to combine the whole process assessment with the final assessment,

and decompose the examination results into the whole process of curriculum teaching, which is conducive to stimulating students' enthusiasm for learning oral English, thus significantly enhancing students' enthusiasm and initiative for learning.

3 Conclusion

To sum up, for Korean majors, Korean learning starts from scratch. For teachers, it is a long-term task to improve and cultivate students' oral ability, which cannot be achieved overnight. This is a process of continuous accumulation and improvement. Therefore, teachers must improve their own quality, give full play to the leading role of teachers, and truly realize the classroom teaching mode with teachers as the leading role and students as the main body. At the same time, to create a good Korean oral language learning environment for students, so as to effectively improve the oral ability of students, and cultivate high-quality Korean oral professionals with innovative spirit and practical ability.

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