

Building a Model for Teaching Korean in Universities under the Vision of Experiential Learning

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Abstract: The rapid development of the economy and the continuous improvement of the education system made the state begin to pay more attention to the talents in the education sector, especially in the context of the development of economic globalization, the demand for talents in foreign languages is increasing. China and South Korea are closely connected, so the demand for Korean language talents in our country is increasing, and many universities have established Korean language majors, and is constantly exploring teaching models and methods to enhance Korean language teaching, among which, experiential teaching being the university's Korean language teaching is the important ways and means. This paper mainly analyzes the construction of the model of Korean language teaching in universities under experiential learning.

Keywords: Experiential learning; Universities; Korean language teaching; Model construction

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College Korean language majors mainly cultivate highly qualified and capable complex Korean language

talents, but from the college Korean language teaching situation there are still many problems, such as the imperfect structure of the Korean language teaching team, the unreasonable curriculum, and the lack of systematic teaching, making the Korean language teaching effect cannot be effectively improved. Therefore, teachers must change the traditional Korean language teaching model and improve students' learning efficiency through experiential teaching to ensure that Teaching Effectiveness.

1 Connotations and characteristics of experiential teaching and learning

1.1 Experiential learning

Experiential learning refers to the involvement of students in learning through practice and experience of things around them, so that students become the subject of learning. Breaking away from the traditional model of teaching in which the teacher is the main subject, the teacher is also no longer simply a knowledge transmitter, but also becomes a facilitator and promoter of student's independent learning. Teachers can use experiential learning to enhance teaching efficiency, stimulate students' visual and auditory skills and desire to learn, and make them feel like learning of fun^[1].

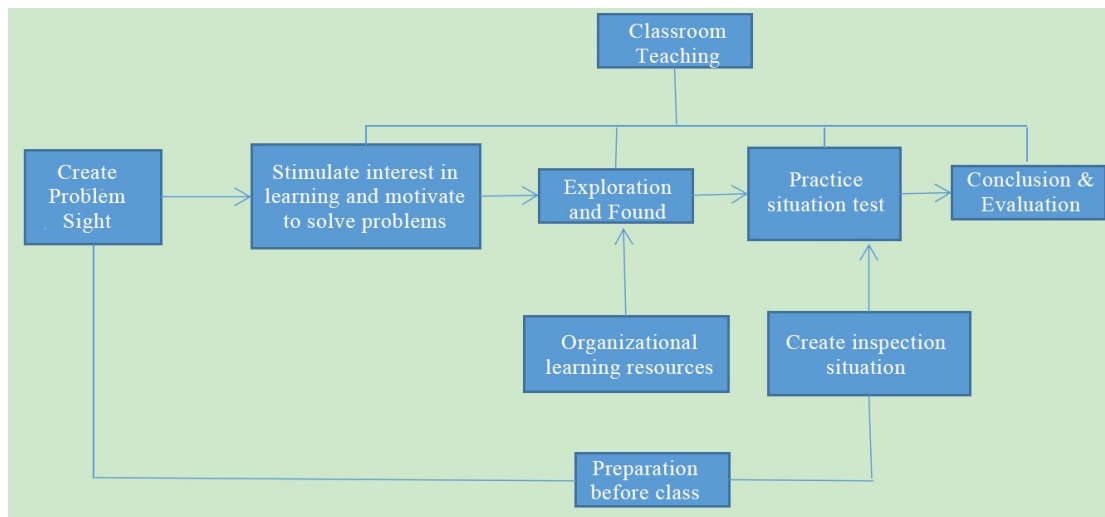


Figure 1. Experiential learning process

1.2 Analysis of the characteristics of experiential learning

1.2.1 Active participation in learning

Students in experiential learning need to be interested and motivated to learn on their own, to be able to actively participate in teaching and learning activities, and to be able to learn through hands-on experience ways to explore the corresponding learning methods. Through the process of participating in experiential situations, students can accumulate and enrich their learning experience through multi-sensory stimulation to enhance their understanding of knowledge and acquire the appropriate learning skills^[2].

1.2.2 Emphasis on edutainment

Interest in learning is the driving force that motivates students to learn, and under the guidance of interest, students will continue to improve their learning efficiency, so that experiential interest is the most basic and soulful content for learning^[3]. This means that it is important to focus on the development of students' interests in experiential learning and use them to guide their learning and activities.

1.2.3 Focusing on the learning experience

Teachers must have a thorough understanding of the mental activities of students and do a good job of guiding them in a way that stimulates the Students' learning confidence and vitality, and promote healthy physical and mental development^[4]. Students in experiential learning need to make good records of the learning process and efficiency, through experience

to perceive the generation of knowledge, deepen the knowledge understanding.

2 The necessity of experiential teaching in the application of Korean language teaching in universities

Contemporary students are no longer simply looking for answers to their questions, but also want to gain more extensive helps through the learning process, such as the improvement of overall quality and quality of thought, and experiential teaching can provide this educational function. Students can directly and actively participate in learning activities, observe and think through their own experiences and feel the content of the course. Experiential learning can also achieve guidance for students' independent thinking ability and other aspects, and promote students to be able to continue inquiry^[5]. The traditional teaching model completely fixes students' thinking in the classroom and books, which affects the cultivation of students' creativity and innovative ability, while the experiential learning methods can effectively improve this problem and provide more opportunities and space for students' creative development.

Experiential teaching also plays an important role in improving students' moral character, and too much emphasis on the transfer of knowledge and neglecting the moral education of students in China's traditional education work makes them lack a sense of social responsibility despite their rich theoretical knowledge, and prevents them from enhancing the moral cultivation^[6]. In addition, experiential teaching

methods can also enhance the lifelong learning ability of students, the development of contemporary society requires the continuous progress and improvement of talent and the main way and process of progress and improvement is active self-directed learning, and experiential learning emphasizes students' self-directed learning skills and habits. and therefore plays an important role in the lifelong learning ability of students.

Korean is a small language, and teachers are prone to encounter many problems that lead to the quality and efficiency of their teaching reduced. Experiential teaching can lead students to join in activities that inspire them to learn Korean, and the things that students participated in helps to arouse students' empathy and memory, and strengthens their attention to the things around them. For example, you can use videos and radio broadcasts of interviews about North Korea. However, students tend to learn the Korean language in a one-sided way no matter which way they

learn it, so in order to led students to better grasp the Korean language they not only need to learn the Korean language but also need to give proper guidance from teachers.

3 Problems in teaching the Korean language in universities

The development of relations between China and the DPRK (China and South Korea) has led to closer interactions between the two countries, and language is the most basic of these interactions content, so many colleges and universities are currently focusing on teaching the Korean language, offering Korean language courses and increasing investment in them. The increasing demand for Korean language talents in the society has further promoted the construction and development of Korean language courses. However, there are still many problems in the current situation of Korean language teaching in colleges and universities.

Table 1. Problems, causes, and countermeasures for teaching Korean in colleges and universities

Problems of teaching the Korean language	Unfairly qualified teachers and unsystematic teaching materials	Stale content and lack of timely updates	Weak student base
Consequences	Lack of interest in learning	Learning is boring.	84 per cent ungrounded, 16 per cent grounded
Countermeasures	Improving teachers and reconstructing teaching materials	Practical and innovative content	Make a good introductory guide

3.1 Unreasonable construction of Korean language teachers and lack of systematic teaching materials

The teacher is the guide in teaching the Korean language, and by looking at the teaching of the Korean language in colleges and universities, 84% of students who learn the Korean language are No basic knowledge of the Korean language and are beginners, while 16% of the students have some basic knowledge of the Korean language, but only "barely - there is limited content to master. Therefore, teachers need to be able to not only export the Korean language instruction, but also guide the students to learn it well. However, from the current situation of teacher development, although the teachers can pass the Korean language application, the teaching guidance ability is limited. There are also some schools that hire Korean teachers directly to teach, and these teachers may have some advantages in the pronunciation and grammar of the language. However, the teaching output may be inadequate, and

these circumstances can affect students' learning of the Korean language^[7]. At the same time, from the construction of Korean language teaching materials in universities, there is a lack of systematization, and teaching materials are an important basis for Korean language teaching, but the knowledge of the materials content is scattered, and each module is aimed at its own knowledge points, and the connection between the modules is not strong. In addition, from the perspective of the curriculum, it is too concentrated on the basic knowledge and does not take into account the career direction of the students to set up application-oriented knowledge content, resulting in students being disadvantaged in terms of employment.

3.2 Outdated and untimely updating of teaching contents

The survey found that Korean language teaching in colleges and universities is slow to be updated, resulting in outdated content, with 64% of students stating that the content of the teaching material of

Korean language is irrelevant with life and boring; 36% of the students said that although the content was not relevant, they will insist on understanding in order to be able to better. The students' lack of interest in learning the Korean language can be seen from the fact. Many Korean language teachers put too much emphasis on theoretical knowledge in their teaching and not on the practical application of the language. In addition, most of the Korean textbooks in colleges and universities are literary masterpieces, which have little connection with contemporary society. It can lead to a disconnect between teaching content and reality. Moreover, the lack of flexibility in teaching and the lack of teachers' strength are also important reasons for the low quality of Korean language teaching. Most of the current teachers are accustomed to carry out the teaching process according to their own ideas, ignoring the main position of the students. In learning, students can only passively accept knowledge, unable to improve their learning efficiency. The traditional teaching method is not suitable for the cultivation of application-oriented and creative talents, so it is necessary to change the traditional teaching mode and improve the quality of Korean language. Teaching efficiency^[8].

4 Countermeasures for the application of experiential learning in Korean language teaching in universities

4.1 Using science and technology to create a linguistic environment

The construction of the language environment is the most basic content and the most effective way to learn a language, so in Korean experiential teaching the teacher Need to build a good language learning environment for students. Most of the universities in China have already purchased multimedia equipment, and through the use of multimedia teaching equipment and technology, they are able to broadcast by watching these videos and animations, and students can experience the most authentic Korean pronunciation. At the same time, these small videos can change the traditional boring teaching mode, stimulate students' interest in learning and improve their learning an attention, in addition to improving the teacher's teaching efficiency and enhancing students' memory of the content^[9]. In addition, the teacher can introduce the excellent teaching video content from the Internet into the classroom through the setting of multimedia

courseware, and can also make your own texts or videos based on the teaching content, and use the power of technology to create a good language environment and scenario for students, which is conducive to provide more favorable conditions for students to learn the Korean language. The teacher can also set the contents of the Korean textbook as virtual scenes for teaching and combine these virtual scenes with real life situations in the teaching explanation. It will stimulate students' desire to participate and communicate, enhance their enthusiasm for learning, and bring them closer to the Korean language.

4.2 Expansion of Development Space through Experiential Learning

Language learning itself is a boring process, and it is easy to lose interest in the learning process, so many teachers are trying to ensure that the students' learning efficiency will be directed using coercive or forced methods. As competition in society increases and the pressure on students to study and work increases, students' learning efficiency will suffer if the pressure is continued. In the case of compulsive learning, the loss of interest can result from going against your will. In the case of compulsive learning, there is a loss of interest in learning against one's will, whereas if the interest is driven by the need to accomplish something, there is a loss of interest. things, without the need for others to urge, by virtue of their own initiative will greatly enhance the efficiency of learning. Therefore, teachers should not take a forced approach in the development of teaching work, but through good teaching methods to stimulate students' learning enthusiasm. For example, in experiential learning teachers can lead students to work together to compose a Korean drama or skit, which can start with a short play so that the students complete their learning by performing and feeling rewarded in the process of learning, which continues to increase their confidence in learning, and in that the self-confidence of the students will help them improve their learning efficiency and mastery of the Korean language.

4.3 Emphasis on teaching interaction to ensure realistic teaching content

Korean language learning in the development of experiential teaching model needs to strengthen interaction and promote student participation in teaching activities and content. The teacher is a participant and guide in the classroom and needs to guide students to actively participate in learning, but not unilaterally

require students to learn and teachers need to be involved in the teaching interaction. This also requires that Korean language teachers need to use modern science and technology in their teaching to create a good learning platform for students by Experience with the learning platform to harvest more knowledge and encourage students to actively participate in hands-on interactions and gain the appropriate knowledge^[10]. In instructional guidance, teachers need to tailor their teaching to the students' characteristics and content to ensure that the students' ability level is acceptable the teaching content, at the same time the teaching content can play a role in guiding students' learning. At the same time, the teaching content needs to be authentic, that is, the teaching process needs to be practical and realistic. Combined with practicality, only in this way can it improve students' ability to apply the Korean language and enhance their Korean language experience. For example, in experiential teaching teachers can design family activity scenarios, such as what issues to be aware of when visiting a North Korean family. Through this experience, the students can experience the Korean culture. The unrealistic contents of the textbook can be cut and replaced to ensure the efficiency of the students' learning.

4.4 Integration of Korean National Traditional Culture

The classroom process is an important way for teachers to impart knowledge and an important time for students to draw on their knowledge, so in experiential learning The teacher can explain to the students about the Korean culture. For example, if the teacher is going to talk about "Sokcho," he or she can put on Korean clothes before class or bring two sets of Korean clothes for the students. Clothing, one set of men's and one set of women's clothing, and then explain the Korean national costume to the students through an experiential approach, such as a short blouse (the lambs), pants and skirts, etc. In Korean national costume, the clothes are worn with a slanting placket without buttons and are secured by a longer piece of cloth tied in a knot (Figure 2). It is also possible to perform a Korean dance, such as the Arirang, wearing the Korean costume and leading the students who are dressing up. It is more conducive to students' understanding of Korean culture. In addition, teachers can play some Korean myths and folk tales through multimedia for students to arouse their interest in learning. Teachers can also use the spare

time to lead students to experience the Korean national etiquette and culture, such as carrying out the Korean festival customs and culture, folklore and culture games, etc., enhance students' experience of Korean



Figure 2. Korean national costume

culture.

5 Conclusion

In summary, experiential learning is a more efficient teaching mode for Korean language teaching in universities, which is conducive to the transformation of traditional teaching disadvantages, promote the reform and development of teaching, but also an important teaching model under quality teaching. Teachers in experiential teaching must change the traditional teaching concept, take students as the main teaching subject, and encourage students' continuous innovation and development. A variety of teaching methods can be used to encourage and stimulate students to think, and to improve teaching efficiency through scientific teaching methods. In the experiential Korean language teaching mode, we need to pay attention to the creation of the situation and the language environment, and the adjustment of classroom teaching content should be made according to the actual situation of students, so as to create a path more in line with students' learning.

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