

# Effective Teaching Methods in Korean Language Classes

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**Abstract:** The globalization of the economy has led to an increase in economic, political, and cultural activities in Korea. Across the sea from Korea, trade and cultural exchanges are frequent, thus increasing the demand for Korean language talents. Many colleges and universities have started to offer Korean language courses to enhance the training of Korean language talents. Most of the students in colleges and universities are starting from scratch in order to develop Korean language talents with a four-year time frame with More capable Korean language talents need to ensure the effectiveness of classroom teaching. This paper analyzes the characteristics of Korean language classroom teaching and its effectiveness.

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Guided by the policy of “going out, bringing in”, our country’s ties with neighboring countries have become closer and closer, especially with the influx of Korean singers, movies and TV dramas into the Chinese market, Korean language learning has become a trend. In traditional Korean classrooms, teachers place too much emphasis on vocabulary and grammar, and students are required to take notes and learning at the same time, and reinforce the spelling exercises, a boring teaching mode makes it impossible for students to feel the joy of learning Korean, leading to the reduced efficiency of Korean language education and its detrimental practical application make many Korean language graduates unable to work in the effective application of the Korean language. To address these issues, there is also a need to

strengthen the reform of Korean language teaching and enhance Korean language classroom teaching through the application of diverse teaching methods efficiency and students’ ability to use Korean.

## 1 Features of Korean Language Course Teaching

In order to better grasp the content of Korean language courses and improve the level of Korean language teaching for students, colleges and universities must strengthen in the Korean course created for the essence of Korean connotation and teaching analysis, understand the characteristics of Korean language curriculum, and use it to strengthen students’ understanding of the teaching context so as to realize the optimization of teaching resource allocation. Break the limitations of the traditional teaching mode, adopt diversified teaching methods, and create a good environment for students based on the teaching characteristics of Korean language course so as to improve the teaching efficiency.

**Table 1.** Teaching characteristics of Korean language courses

Teaching Features	Advantage	Insufficient
Content	Content rich and interesting	Dispersed, heavy workload
Pattern	Strong link between vocabulary and grammar	Fixed, single

### 1.1 Extensive Contents of Korean Language Courses

There are many contents involved in Korean course teaching, and the teaching forms are diversified. In addition to being able to master the corresponding

Korean vocabulary, but also good Korean expression skills, an understanding of the linguistic background and culture of the Korean language, and knowledge of the components of the Korean language elements and requirements. The large amount of scattered knowledge and content learning will inevitably lead to excessive psychological and classwork burdens for students, as well as the need for teachers to teach the Undergo greater pressure<sup>[1]</sup>.

### 1.2 Fixed Korean language teaching model

Although the content in Korean language teaching is more varied and scattered, the teaching model is more fixed, as opposed to other language teaching, Korean teaching pays more attention to the connection between vocabulary and grammar. Therefore, the teacher needs to emphasize the learning of key and difficult points in the development of teaching activities, and strengthen the guidance to students, taking into account the requirements of the syllabus and interpretations of Korean content. So students need to reinforce their learning and understanding of grammatical constructs and teacher-guided learning of the Skills are acquired and learned to enhance the value of teaching Korean language courses.

## 2 Analysis of the current teaching situation of Korean language courses in universities

With the development of economic globalization, the study of a second foreign language attracts widespread attention, and Korean has become a key language courses in the second foreign language of universities in China. By looking at the situation of Korean language teaching, most universities in China are able to implement quality education efforts from a macro development direction and promote Korean language Teaching activities are carried out, but the results are still not optimistic enough, and there is a need to break the limitations of the traditional teaching model and improve the efficiency of teaching.

### teaching

Compared to the teaching of English language courses, the development of Korean language courses in China started late and the development time is short, so in the learning practice process still are many imperfections, and at the same time the value of Korean language teachers in teaching is more prominent. Korean language teachers are the main body of Korean language teaching work, it is necessary to ensure the teaching ability of Korean language teachers in order to play the main body and the core role of teachers, promote the effective development of Korean language teaching courses and improve the level of Korean language teaching. However, China is a country where Chinese is the native language, so there is a lack of effective Korean language environment around, which makes students' Face many difficulties and problems and face a heavy academic load. The lack of a linguistic environment makes it difficult for the students to learn in a way that allows them to focus on the teacher's teaching, without the effective participation of teachers of other subjects and made the teaching subject too homogeneous. And the prolonged single activities will affect the students' motivation to learn and they will not be able to learn through theory as well as practice. It is difficult to improve the quality and level of one's Korean language learning as one understands the essence and content of Korean language learning.

### 2.2 Outdated teaching methods of Korean language courses

Korean language learning in China lacks an effective language learning environment, and most students find it difficult to learn the Korean language Although some students are able to accumulate a large amount of vocabulary, it is difficult for them to apply it flexibly and effectively in daily life and in practice, making it difficult for them to use it effectively. Teaching resources are seriously wasted, which is not conducive to the improvement of teaching effectiveness. The

**Table 2.** Research Table on the Current Situation of Korean Language Classroom Teaching and Countermeasures

Current status of Korean language teaching	Single Subject	Obsolescence	Normal results
Concrete expression	Complete reliance on Korean language teachers	Focus on vocabulary memorization, ignore application	Good grasp of vocabulary and grammar, inflexibility of application
Improving responses	Diversified teaching methods	Combination of theoretical and practical teaching	Transforming traditional teaching models to improve teaching efficiency

### 2.1 Single subject of Korean language course

main reason for this problem is that most of the Korean

teachers have weak practical teaching ability. Though in the construction of teaching hardware and software facilities, college has certain advantages and breaks the traditional teaching mode to motivate students to learn through multimedia and other teaching tools and methods. But in practice teachers' use of these resources is low, and teaching methods remain textbooks and boards as the primary teaching methods, and most teachers still require students to memorize Korean vocabulary by rote<sup>[2]</sup>. Although the rote memorization of vocabulary has some effect on students' vocabulary accumulation. However, for language learning, it is

of other disciplines, the Korean language requires a higher level of expression and language application ability for students. If teachers place over-emphasis on the accumulation of Korean vocabulary and grammar teaching, and adopt too single and outdated teaching methods, it will be too difficult to provide effective teaching tools for pupils in practice work, which is not conducive to the creation of a language learning environment, creates a huge teaching gap and not conducive to the achievement of educational goals and outcomes<sup>[3]</sup>.

**Table 3.** Table of analysis of Korean language teaching methods in colleges and universities

Common teaching methods	Contextual pedagogy	Teaching Internet technology	Task-based teaching method
Advantage	Enhancing the learning experience and knowledge understanding	Stimulating interest in learning and transforming traditional teaching models	Identify learning objectives and enhance learning skills
Attention problem	Creating the right context and atmosphere for learning	Be flexible in the use of web technologies, and don't overwhelm the audience	Focus on practical relevance to life

not a strong requirement to accumulate vocabulary, but also to be able to use vocabulary to improve personal communication and language skills to facilitate personal communication as well as the use of language. In addition, if teachers focus too much on requiring students to build vocabulary and not enough on improving their application skills, it may also lead to Students' motivation and confidence in learning are frustrated. Therefore, vocabulary memorization is boring, and at the same time, if a lot of effort is put into memorization and recitation of words it is difficult to make students enjoy learning Korean, and the inability to communicate smoothly even when memorizing large amounts of Korean vocabulary, can make the student lose faith in his or her own The ability to learn is questioned, which in the long run may lead to boredom with Korean language learning.

### 2.3 Teaching effectiveness needs to be improved

With the development of quality education and the advancement of the new curriculum reform makes China's colleges and universities in the training of talents constantly began to focus on the innovation of the teaching mode and the reform of the content of Korean language teaching materials, and launching school-based teaching materials from the students' point of view and in accordance with their ability and level of Korean language learning. However, in the actual process of application, school-based teaching materials play a limited role, and it is difficult to improve the teaching effect. Compared to the teaching

## 3 Effective methods of teaching Korean language in universities

### 3.1 Effective application of contextual teaching methods

#### 3.1.1 Create a good learning situation with Korean culture

Behind language is culture, so the cultures represented by different languages vary greatly, and learning a language requires first of all Understanding the culture behind the language is the only way to better master and understand the language and improve students' ability to use the language. Therefore, in the teaching of Korean language courses, teachers should not only focus on the transfer of theoretical knowledge, but also need to strengthen the understanding of Korean culture. In the classroom teaching work carried out for students to set a reasonable cultural context, help students to understand the Korean culture, improve students' Korean language Application Skills. The creation of practical teaching situations is conducive to helping students to expand their scope of knowledge, enabling them to understand meaning and application of the same vocabulary in different teaching contexts, and enhancing the students' application skills<sup>[4]</sup>.

#### 3.1.2 Using advanced teaching techniques to create a teaching context

The improvement of science and technology has led to

the incorporation of more scientific teaching methods in the development of Korean language teaching, such as guest teaching and micro-teaching, etc., these teaching tools lay the foundation for the creation and creation of a Korean teaching context to give students a deeper understanding of Korean culture<sup>[5]</sup>. For example, teachers can show students classic clips of Korean TV dramas or movies through multimedia in order to learn about Korean food culture content, teachers can show episodes from movies and television about food to stimulate students' desire to watch and help them recreate food culture traditions. After watching, students can be guided by teachers to organize their own language to elaborate on the content and make a analysis of their own perspective on Korean food culture, deepen the students' understanding of Korean culture as well as help them to improve their Korean speaking ability, which will help them to realize the comprehensive ability of the students, enhance the optimization of the efficiency and quality of Korean language teaching.

### **3.1.3 Creating a good learning environment and improving the efficiency of Korean language teaching**

The main purpose of language learning is to communicate, so the main goal of Korean language instruction in colleges and universities is to promote communication among students by creating a good learning atmosphere by using diverse practical methods and activities to improve Korean communication skills. For example, a fun teaching atmosphere can be created through Korean song competitions, Korean speeches, etc., so that students can makes full use of knowledge learning in a relaxed and enjoyable way, and carry out the targeted teaching<sup>[6]</sup>.

### **3.2 Effective application of Internet technologies**

First of all, the application in the Korean language prep. The above analysis shows that Korean language learning is difficult and there is a lot of content involved in it, so in the development of teaching activities is necessary to pre-study and form good pre-study habits to improve students' self-learning ability in Korean<sup>[7]</sup>. The application of Internet technology provides more diversified ways and methods for students' learning, and universities can use Internet platforms for students' to build good learning pathways, for example, software platforms such as Learning Pass and Cloud Classroom can be used to record the learning process and facilitate the Students' own learning and inquiry.

Secondly, the application in the classroom teaching.

The main goal of Korean language teaching is to improve language expression as well as overall performance, in order to promote the breakthrough of Korean language teaching model for teachers, teachers can take advantage of the strengths of Internet teaching through the construction of online platforms combined with syllabus requirements<sup>[8]</sup>. For example, teachers can use videos from Korean language learning websites to help students understand the development of Korean language teaching activities and to enhance the Interpretation of Korean culture and building a diverse Korean grammar. In addition, human-computer dialogue can be achieved through the application of audio resources to improve students' oral expression and correct Korean pronunciation.

Finally, the application of Korean language teaching after class. In addition to strengthening the application of pre-class preparation and in-class teaching in Korean language courses, it is also necessary to focus on effective combination of the first class and the second classroom, which allows students to continue to improve their communication and presentation skills with some basic knowledge<sup>[9]</sup>. For example, teachers can use Internet platform resources and the construction of app software to send review content and short videos for students' The study of these contents in the rest of the school day strengthens the students' command of the Korean language.

### **3.3 Effective application of task-oriented teaching methods**

The application of the task-based teaching method in Korean language teaching requires the identification of teaching objectives, the rational setting of classroom content, and then convert the content of teaching into teaching tasks, which promote independent or team-based learning and enable students to complete teaching tasks effectively, thus achieving the comprehensive mastery of knowledge of the Korean language. In the application of task-based teaching method, teachers need to adjust teaching objectives according to students' learning effect and level in time to realize the combination of teaching objectives and teaching process. Through the application of a task-based approach, students will be directly involved in the teaching and learning process, experiencing the teaching and learning tasks and preventing the occurrence of metaphysically undesirable learning state, and that the learning state with clear goals is conducive to the improvement of students' Korean language application skills, promoting the innovation of teaching mode to enhance students' knowledge comprehension and



exploration. The application of the task-based teaching model can divide the teaching content into different modules and construct learning tasks according to the actual learning needs of students<sup>[10]</sup>. Therefore, teachers need to start their learning tasks by specifying the objectives of the specific teaching task so that students are guided by a clear teaching task Exploring and discovering, acquiring theoretical knowledge of Korean language and improving the ability to use Korean language.

The setting of tasks in the development of task teaching needs to be relevant to the real life, and the roles between teachers and students are clearly defined. The teacher is the assignor and guide of the learning task and no longer the subject of teaching. The students are the participants and subjects of the tasks and also the important objects in Korean language learning, and only by ensuring the rational distribution of teaching tasks and accurate positioning of the roles can promote the completion of teaching objectives. In addition, Korean language teaching must focus on the integration with the practical life to ensure the effectiveness of Chinese language teaching. Combining both theoretical and practical parts strengthens the deepening of knowledge. Through the setting of lifelike tasks, the distance between students and Korean language teaching can be brought closer and the experience of students can be enhanced. For example, in the setting of the task can be set a Korean traditional festival ritual drama performance, with the Korean drama in recent years, a lot of Students have become fans of Korean dramas and are very curious about Korean life, and learning these manners will help improve their learning efficiency.

## 4 Conclusion

In summary, the Korean language has become a popular second foreign language in China, but from the point

of view of the Korean language teaching situation, it is still exists many deficiencies. These include outdated teaching methods, single subject and content, etc. These problems make it difficult to carry out Korean language teaching activities effectively. Therefore, we also need to investigate the corresponding solutions to these problems and improve classroom teaching efficiency and meet students' learning requirements through the application of diversified teaching methods.

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