

Research on the Present Situation of Korean Teaching in Universities Based on Multi-Modal View

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ABSTRACT

With the further application of multimodal theory in linguistics and pedagogy, the traditional foreign language teaching is gradually changing. With the continuous expansion of Korean teaching products in the Chinese market and the rapid development of mobile Internet, the education reform is deepening, the education system of China is beginning to change greatly, the Korean teaching of university has made great development, and there are many problems. These problems hinder the development of Korean teaching in universities. Based on multimodal theory, this paper analyses the present situation and future reform direction of Korean curriculum in Chinese universities, hoping to promote the development of Korean majors in universities.

Keywords: Multimodal theory, Korean teaching in university, Reform and innovation.

1. INTRODUCTION

With the increasing frequency of economic and cultural exchanges between China and South Korea and the increasing demand for Korean talents, the country needs a large number of high-quality talents. Therefore, colleges and universities have carried out Korean teaching one after another. The development of Korean talents in colleges and universities not only realizes the goal of cultivating high-quality diplomatic talents for the country, but also promotes the integrity of the education system in colleges and universities. However, due to the late start of Korean teaching in Chinese universities, a complete education system has not been formed, and there are few successful experiences in the industry. At present, there are more than 200 colleges and universities with Korean language major in the whole country, but in all kinds of Korean curriculum related teaching research, the research on Korean curriculum has been relatively few. In the study of teaching reform in common languages, such as English and Japanese, multimodal theory has been introduced since 2010, and this kind of multi-modal feeling, such as vision, hearing, touch and smell, is deeply studied in all kinds of core courses through the comprehensive means of discourse, image, sound, action, environment and symbolic resources.

However, with the development of mobile Internet and online courses, multimodal has been widely used in practical teaching, but related research is quite rare. Therefore, based on the importance of Korean curriculum and the necessity of related research, this paper intends to study the development direction of multimodal teaching reform of Korean curriculum in universities from the background of the current Internet.

2. ANALYSIS ON THE PRESENT SITUATION OF KOREAN TEACHING IN UNIVERSITY

2.1 The Teaching Concept Is Backward

Korean as a foreign language learning style and Chinese learning is very different, but at present, many universities carry out Korean professional courses according to the traditional methods of teaching, and students lack practical practice. Korean learning only stays at the theoretical level, and students are always passively learning knowledge, lacking in practical practice and sufficient sense of participation. In the process of teaching, teachers emphasize the grammar of language too much, pay too much attention to the regularity of language, but

ignore the practical exercises that students must learn subjectivity and participation. All these hinder the improvement of students' communicative competence.

2.2 The Choice of Teaching Content Is Unreasonable

At present, there are some problems in the selection of teaching content in universities. Because Korean professional education is still in its initial stage and considering the rapid improvement of social demand, higher vocational Korean professional education needs to follow the trend, but because the Korean education concept is still a traditional educational concept and does not meet the needs of students, the relevant teaching content cannot meet the needs of students. Therefore, the lack of systematization and integrity of the current teaching, and the single and repeated content lead to the lack of practicability of learning content and the failure to improve the Korean level of students quickly. Therefore, the current Korean education urgently needs to select appropriate teaching materials to ensure that the content is substantial and meet the students' learning needs.

2.3 There Is a Shortage of Teachers

If we want to improve the level of Korean language steadily, we need to have enough teachers to support it, which not only has strict requirements on the number of teachers, but also poses serious challenges to the personal level of teachers. As far as the status quo is concerned, many Korean teachers in universities still have a big gap between their professional level and their excellent level, although they can meet the basic standards, so it is difficult to combine Korean teaching with curriculum content properly; their teaching professionalism and skills are not as good as those of Korean majors, and their learning needs are difficult to meet. It is difficult to ensure that students can maximize the digestion and absorption of what they have learned.

3. INNOVATIVE STRATEGIES FOR KOREAN TEACHING REFORM IN UNIVERSITIES

3.1 Combining Theory with Practice, Innovating Teaching Materials

In order to enrich classroom content, and enhance students' interest in learning and learn actively,

language well, and ignore the students' learning teachers can enrich classroom teaching mode by borrowing multimedia technology and carrying out classroom practical activities. Teachers play the role of guide and helper in the teaching process, leave the classroom to students, guide students' ideas and help them to complete autonomous learning. Secondly, the combination of theory and practice can also improve students' ability to use knowledge, which also helps students understand and absorb the knowledge they have learned.

3.2 Using Korean to Communicate, Mastering Korean Knowledge

At present, the age of intelligence is coming, and the popularity of mobile phones in student groups is also relatively high. Based on this situation, teachers can consider encouraging students to use Korean to communicate and bring Korean into daily life. At the same time, oral communication also helps students to improve their confidence in their oral expression ability, guide students to cultivate their own professional literacy, strengthen the study of vocational skills, and help students to better practice and work in enterprises in the future.

3.3 Teaching Objectives and Curriculum

In the Korean (Korean) language talent training program of foreign language colleges and universities, the goal of talent training includes the element of "applied foreign language talents" with solid foreign language basic skills. In the cultivation of listening ability," application type "should enable students to understand not only the pronunciation of language, the interpretation of words, the structural usage of sentences, but also the different sentences in different contexts due to the different mood, intonation, expression, object and so on. In order to achieve this goal, we must provide multi-modal context for students in the lower grade, and let students realize the polysemy expression of words and sentences from the primary stage, so that even in the face of single-modal data, such as sound and sound audio, we can accurately judge the scene and true meaning of the expression. That is, in the Korean listening class in the lower grade, multi-modal resources should be used to teach from the pronunciation stage. In the National Standard of Teaching Quality of Undergraduate Specialty in Colleges and Universities issued by the Ministry of Education in 2018, the listening class has been cancelled in the core curriculum of non-pass language specialty, and replaced by the listening and

speaking class. Therefore, in the future, listening courses will inevitably present the development trend of replacing listening courses with visual listening and speaking courses.

3.4 Teaching Materials

At present, there are two kinds of listening teaching materials: one is from the real corpus in real communication, which usually has obvious oral characteristics, the other is the material written for Korean learners, which is clear, fluent and without background murmur, which is suitable for autonomous learners. With the development of Internet and artificial intelligence, there are many kinds of multimodal teaching resources that can be applied to listening. Besides the audio and music files and other auditory materials, the first kind of materials are also reflected in variety shows and news videos, film and television audio and video, animation video, mv and other visual and auditory materials. Class II materials can also be obtained through similar artificial intelligence dialogue resources such as mobile phone siri and various learning software. Compared with traditional materials, they are characterized by multimodal resources using tactile or communicative functions.

3.5 Teaching Methods and Teaching Patterns

Under the call of the state to promote the construction of online quality courses, schools will one after another establish online listening courses in line with their own talent training goals and characteristics, and the combination of online and offline teaching methods is also the trend of the times. This development direction is not only driven by national policies, but also mainly because it is equally important and time-consuming to develop students' listening ability and their ability to speak, read and write. According to the current general curriculum, it is difficult for listening courses to further increase their class hours in the teaching system. Therefore, the conflict of training objectives and training time leads to the need to change methods to prolong students' listening training time. The combination of online and offline can maximize the advantages of multimodal resources and mobilize students' cognitive consciousness and perception of complex language environment.

4. CONCLUSION

In short, the Korean translation course, as a professional required course, is an important course that highly integrates theory and practice, with various forms, complex processes and flexible methods. Therefore, in the teaching process, teachers should constantly improve the teaching content of translation courses, enrich the teaching methods, constantly modify and improve the teaching plan of Korean translation courses, optimize the training path of Korean translation talents, so as to cultivate the requirements of the new era, with high level, high quality compound and applied Korean translation talents.

AUTHORS' CONTRIBUTIONS

Qixia Li wrote the manuscript. Yi Liu contributed to revising and editing.

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