

The Inspirations of Korean Speech Contest to the Reform of Korean Teaching in Colleges and Universities

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Keywords: Korean Speech Contest; College Korean; Teaching Reform; Inspirations

Abstract: As the development of economic globalization, exchanges and cooperation between countries in the world are becoming more and more frequent. Language, as a tool of communication among countries in the world, is particularly important in today's international exchanges. The cultivation of oral expression ability plays an important role in all kinds of language teaching in modern colleges and universities. South Korea is a country with frequent exchanges with China, learning Korean can better promote the development of exchanges between the two countries. However, at present, there are still some problems in the teaching of Korean in colleges and universities in China, so we should reform the Korean teaching in colleges and universities according to the beneficial contents embodied in the Korean speech contest. This paper mainly explores and analyzes the inspirations of Korean speech contest to the reform of college Korean teaching.

1. Introduction

As the development of educational reform, more and more languages of other countries has been introduced into the teaching of the colleges and universities in China. However, due to the influence of the traditional teaching methods, Korean teaching quality is relatively not high in colleges and universities, and because Korean learning is difficult, the students often have little interest and enthusiasm in the process of learning Korean, which seriously blocks the development of the students and the cultivation of Korean talents in China. Korean speech contest, which gives the students a platform to display their Korean learning achievements and self-thinking, and which also gives teachers an opportunity to investigate students' Korean learning quality, has the nature of competition that is not in regular teaching; if it is integrated into the process of college Korean teaching, it will play a great role in promoting the students' Korean learning. Therefore, according to the inspirations of Korean speech contest, we should reform the Korean teaching method so as to promote the development of Korean teaching and improve the learning quality of the students.

2. Korean speech contest

2.1 Procedure and requirement of Korean speech contest

Korean speech contest is a good platform for college students to show their Korean learning ability. The Korean speech contest can mainly assess the students' Korean ability from two aspects: one is the keynote speech, the students give the speech according to the selected theme, the length of the speech is three minutes; the other is the teacher free question segment, the teacher carries on some questions according to the content of the student's speech. The themes of students' speeches are generally about Korean culture, daily life and social concerns, and the teachers grade the students' performances according to the content, pronunciation, intonation, fluency and expressiveness of their speeches. Generally speaking, students can show themselves and exercise their oral expression ability in the speech contest.

2.2 Exam content of Korean speech contest

First of all, the Korean speech contest examines the students' writing ability in Korean. A

wonderful speech can give the examiners a good initial impression. To write a speech, the students should try their best to make the content of the speech more rich and diversified, the selection of materials should be novel and meaningful, and at the same time, the theme should be clear and prominent, well organized, hierarchical and logical. Secondly, the Korean speech contest focuses on the students' oral expression ability, and the pronunciation, intonation, speed and rhythm of the students' speech are also the key points of the examination. Therefore, this requires students to strengthen their practices of oral Korean and make sure their pronunciation must be accurate. Finally, the appearance, and the emotional expression of the students in the process of the speech are also examined. Such a Korean speech contest not only greatly exercises the students' strain capacity, but also gives the students the opportunity to show their ability of Korean, so that they can increase their confidence in learning Korean.

3. Current situation and problems in college Korean teaching

As the further development of globalization, in order to cultivate more all-round and high-quality talents, all the colleges and universities have actively carried on the teaching of a second language other than English, such as Korean teaching. However, due to various reasons, the current situation of Korean teaching in China is not optimistic. There are still the following problems: first, Korean teaching starts late and the teaching is difficult; Second, students' ability to use Korean is generally poor; third, Korean education and teaching methods are backward.

3.1 Korean teaching starts late and the teaching is difficult

The main reason why Korean teaching is not perfect in China is that the development of Korean teaching starts late and the teaching is difficult. First of all, the history of Korean teaching is not as long as English teaching in China, so there are some inevitable deficiencies. Secondly, lots of the Korean teachers, as the main part of Korean teaching, their teaching experience is insufficient and the teaching methods are backward when they teach their students whose mother tongue is Chinese. Finally, Korean learning is difficult. Although a beginner may feel Korean learning is relatively simple, but the difficulty of Korean learning will increase dramatically when it comes to grammar learning, and then, the students will greatly lose their confidence in learning Korean. In addition, the students usually have no chance to learn Korean except the class. Under this kind of circumstance, the Korean teaching in colleges and universities is not systematic, so that the students feel it is difficult to learn Korean and their learning enthusiasm will also decline, and their learning quality is not high^[1].

3.2 The students' application ability of Korean is generally poor.

There are still some problems in college Korean education teaching, such as lack of good Korean learning environment and poor practical application ability of the students. In most colleges and universities of China, the environment for Korean learning is poor, in most case, the students can only learn Korean knowledge in the classroom, so it is difficult for the students to learn Korean, and the students can not apply the Korean knowledge smoothly to the daily life. In the long run, the students' Korean knowledge is just from the textbooks, no matter how excellent their examination results are, their learning effects of Korean will not be very good because of the lack of practical application, so that the students will not be able to communicate with others well in Korean in their future work and life.

3.3 The teaching methods of Korean are backward.

Korean teachers are influenced by the traditional teaching methods in the actual process of teaching, and the teaching methods are still relatively backward. First of all, although modern colleges and universities are basically equipped with multimedia teaching devices, but the actual use of the devices is still relatively rare; most teachers still use traditional blackboard for teaching, so that the Korean classes will be relatively boring, and the students' enthusiasms are inevitably not high, so that the students' Korean learning will inevitably be inefficient. Secondly, Korean teachers

usually pay attention to the contents of students' memory and recitation of Korean words in the teaching process, and there are few studies on the practical application of the Korean knowledge, so that even if the students have learnt the knowledge in the textbooks, they can not be flexibly applied what they have learnt to their daily life. Therefore, the teachers should not only pay attention to the accumulation of students' knowledge, but also pay attention to the application of knowledge, exercise the students' expression ability and communication ability, so that students can find a sense of achievement in Korean learning.

4. The inspirations of Korean speech contest to the reform of Korean teaching in higher vocational education

Korean speech contest makes us see that the charming of Korean comes from practical application. Korean speech contest also gives some inspirations to Korean teaching at colleges and universities, and it plays an important role in promoting the reform of Korean teaching. The inspirations of Korean speech contest to the reform of Korean teaching in colleges and universities are as follows: first, to change the traditional Korean teaching mode; second, to pay attention to the cultivation of students' listening and speaking skills; third, to change the traditional teaching assessment method and use modern advanced technologies for teaching.

4.1 To change the traditional Korean teaching mode

To carry out the reform of college Korean teaching, it is necessary to change the traditional Korean teaching mode. First of all, it is necessary to cultivate the students' interest and confidence in learning Korean, because Korean learning is more difficult, so it is easy to let the student lose heart in learning Korean, so the teachers should let the students experience the fun of Korean learning, so that the students can learn Korean actively. Secondly, the teachers should design reasonable teaching methods, pay attention to students' practical Korean communicative competence, and break through the traditional Korean teaching methods ---- learning by rote. To fulfill these objectives, the teachers should design some topics for the students to exchange their ideas in Korean according to the actual situation of the students and the contents of the current learning materials, so that the students can learning Korean in the process of topic discussion, so as to improve the students' Korean grammar ability efficiently^[2]. For example, in the process of Korean grammar teaching, the teachers can set up some topics, such as meeting for the first time or chatting about interests and hobbies, and so on. Finally, the teachers should guide the students to learn Korean actively, and it is very important to cultivate the students' self-study ability; at the some times, the students should learn to find their own ways to learn Korean, and learn to sum up their own experience in Korean learning, so that they can improve their learning ability and efficiency and learn Korean well.

4.2 To pay attention to the cultivation of students' listening and speaking skills

College Korean teaching should not only pay attention to students' reading and writing abilities, but also pay attention to the cultivation of students' listening and speaking abilities. First of all, the cultivation of listening and speaking skills in Korean learning should be carried out under the condition that the students have laid a good reading and writing foundation, i.e., the students must have acquired some basic Korean knowledge, and then, to cultivate students' listening and speaking abilities. Secondly, to cultivate students' listening and speaking abilities, the teachers can not only cultivate the students in Korean listening classes, but also choose some proper Korean movies and videos according to the contents of textbooks and students' interests, so as to improve students' interests and enthusiasms in learning Korean. By this way, the students can learn Korean more seriously and actively, and the students' listening ability can also be improved quickly. In addition, the teachers can also allow students to communicate with each other according to the dialogue in the video, imitate the plot in the video, and exercise students' simple oral expression ability. Finally, the teachers can carry out some thematic activities in the classroom, such as debate competitions, dialogue performances and other group activities, so that the students can strengthen the

communication and interaction in the activities, exercise their Korean listening and speaking abilities, and improve the efficiency of Korean learning.

4.3 To change the traditional teaching assessment method and use modern advanced technologies for teaching.

College Korean teaching should also change the traditional teaching assessment method and pay attention to the examination of the students' comprehensive ability. At present, the assessment of the students' Korean ability in most colleges and universities is basically based on the students' usual performances and the final examination marks^[3]. Although this assessment method is useful to some extent, but this method can not assess the students' learning results perfectly, and it can leads to some problems, the written examination can only check the students' listening and writing abilities, but it can not examine the students' oral Korean perfectly. In the long run, if the students do not pay attention to the oral practice, they can not master Korean comprehensively. Therefore, in the assessment of the students, the teachers should also pay attention to the examination of students' spoken Korean, and count the oral examination in the assessment system. Finally, after the assessment, the teacher must communicate with the students, so that the students understand their own shortcomings, and then improve the shortcomings in the future study. In addition, college Korean teaching should also keep pace with the times, it is necessary to apply modern advanced technologies to the Korean teaching, such as the use of multimedia equipments to enrich the classroom teaching, displaying more audio and video materials in the classroom, recommending some good Korean learning websites to the students, so that the students can learn Korean via the network. The teachers should also encourage the students to actively carry out oral training in the process of their website learning, so as to improve their oral expression ability^[4].

5. Conclusion

According to the inspirations of the Korean speech contest, the Korean teaching at the colleges and universities can be well reformed, so that the Korean teaching in China can be developed well, the learning enthusiasms and the confidences of the students can be improved, and the students' practical application ability of Korean and their competitive power in the future employment can be improved; these are beneficial to the future development of the students. Therefore, the colleges and universities should really take full advantage of the Korean speech contest in the actual process of teaching, so as to make some beneficial changes of Korean teaching and promote the better and faster development of Korean teaching in China.

Acknowledgements

“Basic Korean Language”2017 Teaching Team Building Project of Xi'an FANYI University , Project No: Z1704.

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