# Study of College Korean Teaching Innovation in the New Media Context

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**Abstract:** With the increasing international exchanges, China-Korea exchanges are becoming more and more frequent. Korean language teaching has been valued by China's education department, and major universities in China have gradually started to establish Korean language majors to cultivate high-quality personnel who are proficient in Korean. This article mainly researches and discusses the innovation of Korean teaching in colleges and universities under the background of new media. First, it analyzes the advantages of new media in college security and teaching, and then compares the current status of Korean teaching in colleges and universities in China to find out the problems in its development process, and finally addresses the problems. Propose solutions.

## 1. Introduction

With the rise of new media technology in China's education, universities have begun to apply new media technology to Korean language teaching, hoping to promote the development of Korean language teaching through new media technology. Applying new media technology to college Korean teaching can greatly innovate the college Korean teaching model.

## 2. Advantages of New Media in College Korean Teaching

New media teaching is a new type of teaching mode that appears under the background of the rapid development of modern information network technology. At present, most universities actively advocate the application of new media technology to university teaching. A brief analysis of the choice of Korean language teaching media in colleges and universities.

Table 1 Analysis of Teaching Media Selection

| Choice of Teaching Media | Media type | Highlights of media content | Teaching effect | How to use | Conclusion | Media source |
|---|---|---|---|---|---|---|
| | Video | Korean movie short | A | E | Stimulate students' interest in learning | Download |
| | Audio | Korean conversation | B | F | Creating a relaxing environment | Download |
| | Image | Korean article illustration | C | J | Learn Korean Grammar | Download |
| | Courseware | Typography Design | D | H | Review and Summarize what you have learned | Self made |
| | The role of media in teaching is divided into: A. creating a situation and motivating the engine; B. listening to dialogue and learning oral English; C. examples and demonstrations, learning grammar; D summarizing, reviewing and consolidating. The use of media includes: E. question-play-explain; F. doubt-play-explain; J. explain-play-example; H. discussion-summary. | | | | | |

Data source: Author's summary

### 2.1 Conducive to Improving the Efficiency of Korean Teaching in Universities

Korean majors in universities, like English majors, are all language courses [1]. For language majors, after-school practice is very important, and teaching time in the classroom is also very valuable. The teaching content in the classroom is the focus of the review after the class. Good review. Applying new media to Korean teaching in colleges and universities can greatly improve

teaching efficiency. For example, through the use of micro-assistants, teachers can timely pay attention to student attendance online and in the background. In addition, under the traditional teaching mode, teachers need to spend a lot of time writing on the blackboard in the classroom, and the new media teaching has changed the traditional teaching mode of chalk teaching, saving a lot of time for teachers to erase the blackboard and make these times reasonable. The use of the teaching content can effectively speed up the teaching progress and enrich the teaching content, thereby greatly improving the efficiency of Korean classroom teaching in colleges and universities.

## 2.2 Conducive to Enhancing Interaction in Korean Classrooms in Universities

For language majors, the interaction between teachers and students and students is a very important link. Only by interacting with others can we effectively improve our Korean speaking ability. The new media technology can integrate more comprehensive and diverse teaching resources, and at the same time can display Korean teaching resources in the form of video, audio and images. Under this teaching mode, students' learning initiative can be effectively increased. In addition, in the actual process of Korean teaching of new media in colleges and universities, new media technology can be used to establish an online communication platform, so that the interaction between students and teachers not only stays in a short class time, so that students can interact with teachers and classmates anytime, anywhere Korean communication online. The implementation of new media technology in Korean teaching in colleges and universities has gradually increased the interaction between students and teachers. Under this relaxed and pleasant teaching mode, it can provide students with a good Korean learning atmosphere, thereby promoting the quality of Korean teaching in colleges and universities.

## 2.3 Conducive to Stimulating Students' Interest in Learning Korean

Interest is the key to student learning initiative and the main motivation for student learning. For Korean students, only with a strong interest in learning Korean can they better master the Korean language [2]. The emergence of new media technology has been widely used in education and teaching, and there have been a lot of software about language learning, such as Hundred Words, etc. The emergence of such software can help students learn Chinese well. There are applications such as word spelling, reading sentences and word correction, and all provide students with Chinese learning opportunities through images, video and audio. This software application is full of fun, and students can also share on WeChat friends circle Daily punch-in, this learning punch-in mode enables students to be psychologically motivated to gradually cultivate students' interest in learning Korean. It can be seen that the application of new media technology in Korean teaching in colleges and universities not only breaks the traditional Korean teaching model, but also can largely help college students to learn Korean.


## 3. Analysis of Problems in College Korean Teaching

## 3.1 Resources of Korean Teachers in Universities Are Scarce

As a niche language specialty, Korean is not as widely used as English, so there is still a large shortage of teachers and other teaching resources. Judging from the current situation of Korean teaching in Chinese universities, the situation of Korean teaching in universities is not optimistic. As far as Korean teaching is concerned, professional language schools are better than non-professional schools, but there are still many problems. For non-professional language schools, the resources of Korean teachers are very scarce, and some teachers are only part-time. At the same time, the teaching level of Korean teachers in non-professional language schools is still relatively short. And professional language schools have a serious imbalance in the teacher-student ratio of Korean majors, which is also a common problem in most language schools. The lack of resources for Korean teachers in colleges and universities makes it impossible to carry out the teaching of Korean in colleges and universities. In addition, the lack of teaching skills and capabilities of Korean teachers prevents students from getting better Korean education, and the quality of Korean

teaching in colleges cannot be improved.

## 3.2 Fewer Opportunities to Practice Korean

Compared with other majors, Korean students have fewer opportunities to practice. Due to the limitations of Korean, it is difficult to find suitable internships in China [3]. Because the popularity of Korean is not wide enough, in the normal learning process, both in terms of school environment and social environment, there is a lack of opportunities to practice Korean, and there are relatively few professional positions in the country. Students can only communicate with Korean teachers and class students in their daily Korean language learning. Teachers also pay more attention to the teaching of professional knowledge in the classroom. They don't have much time to provide opportunities for Korean practice. At the same time, schools rarely provide opportunities for Korean students to communicate and learn. In addition, students also have problems. Most students want to practice Korean speaking with others but are embarrassed to speak, because the student's own self-confidence prevents the Korean speaking ability from being effectively improved. This situation lasts for a long time. Severely suppressed students' motivation to learn Korean.

## 3.3 Lack of Emphasis on Korean Teaching in Universities

At present, many colleges and universities have refocused their teaching on other disciplines, arguing that Korean knowledge is a niche subject that directly ignores the importance of Korean teaching. The lack of emphasis on Korean teaching in universities is mainly reflected in the following aspects: First, most universities have not established a complete Korean teaching system, which makes Korean teaching lack a comprehensive and systematic teaching guidance system, which seriously hinders the smooth development of Korean teaching and affects Korean teaching. Efficiency and quality of work. Secondly, many colleges and universities are unsatisfactory in terms of Korean teaching content resources, Korean teaching models, and teaching staff. Korean teaching content resources are extremely scarce, Korean teaching models are too traditional, and Korean teachers are weak. These are all college Korean teaching. The main problems. Third, colleges and universities do not provide students with opportunities to practice Korean, such as holding Korean exchange meetings, Korean associations, etc., which makes it impossible for students to improve their Korean communicative competence, resulting in a low level of Korean teaching quality.

## 4. Innovative Measures of New Media in College Korean Teaching

## 4.1 Strengthening the Construction of Korean Teachers in Universities

In the context of the new media teaching mode entering Korean teaching in colleges and universities, the requirements for Korean teachers in colleges and universities are getting higher and higher, not only to master professional Korean knowledge and teaching capabilities, but also to have a certain level of information technology, which can be used in teaching. Proficient in using new media to teach Korean. Strengthening the construction of Korean teachers in colleges and universities can mainly be implemented from the following aspects: First, colleges and universities should train existing Korean teachers, organize irregular Korean training meetings, require all Korean teachers to participate, and invite foreign Korean experts to the school to carry out The lecture encourages the active participation of Korean teachers in the school. Pre-job training should be provided for newly appointed Korean teachers, and at the same time, outstanding Korean teachers should be actively introduced. Secondly, the school can organize the school's IT teachers to carry out IT training for Korean teachers in the school to improve the IT skills of Korean teachers. Finally, Korean teachers themselves should continue to learn to improve their professional knowledge and teaching ability, and actively cultivate their own comprehensive qualities so that their teaching ability can keep pace with the development of the times.

## 4.2 Implement the Flip Classroom Teaching Model

When universities and colleges carry out Korean teaching, they can use new media technology to implement the classroom teaching mode. Before the class, students are required to do a preview of

the classroom teaching content so that students can have a basic understanding and learning of the classroom teaching content. In the classroom, the teacher only needs to teach the key and difficult points in the Korean language teaching. More time to answer the problems encountered by students in the learning process [4]. And learning Korean requires more practical opportunities to exercise students' Korean speaking skills, and the implementation of the flip classroom mode can reserve more classroom time for teachers and students, students and students to communicate and interact, making students Korean speaking Can get enough exercise to further improve students' Korean speaking skills. The application of new media technology and flip classroom to college Korean classroom teaching completely overturned the traditional Korean teaching mode of colleges and universities, and made the college Korean classroom teaching mode innovative. Teaching quality is even higher.

### 4.3 Combining Multimedia Technology with College Korean Teaching

The new media teaching mode requires the use of multimedia technology for teaching Korean language in colleges and universities. Multimedia teaching mainly uses computers, projectors and other equipment for teaching, changes the traditional blackboard blackboard teaching mode, and projects the teaching content on the curtain through the computer and projector , Students learn Korean by watching the curtain. In addition, teachers can classify students into different study groups and arrange group PPT homework assignments. During the class, the group can use multimedia to display their homework results, and other groups can also ask questions about the PPT content they have prepared. At the same time, teachers can also use multimedia to play some classic Korean learning videos, audios and images in the classroom, which can create a good learning environment for students and provide rich teaching resources for teachers. At the same time, the use of multimedia for Korean teaching can focus students 'attention on multimedia screens, improve the efficiency of Korean learning, and stimulate students' interest in learning Korean, so that students really like Korean instead of just for the future. Occupational needs, from passive Korean learning to active Korean learning.

In the new era, education and teaching should follow the development trend of new media, and use multimedia technology to continuously innovate Korean teaching in colleges and universities, thereby changing the college Korean teaching model. In the context of new media, we propose effective measures for college Korean teaching innovation.
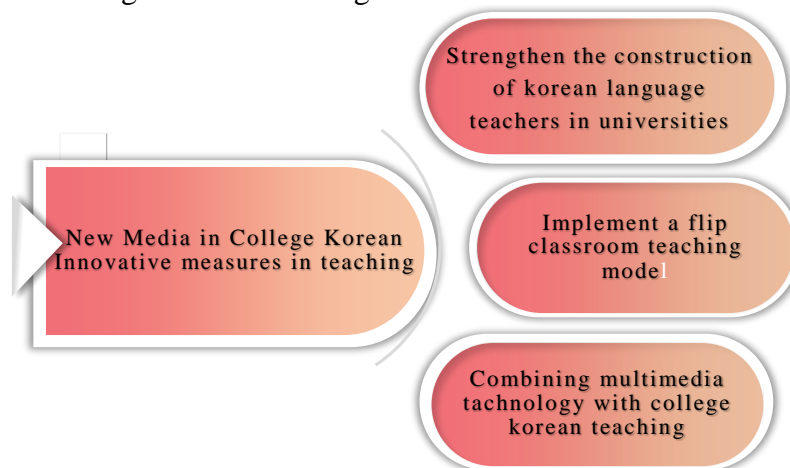


Fig.1 The Relationship between New Media's Innovative Measures in Korean Teaching in Colleges and Universities

### 6. The Conclusion

All in all, under the background of new media, college Korean teaching models have been greatly innovative. The integration of new media technology into college Korean teaching has greatly helped the development of college Korean teaching, such as helping to improve college

Korean teaching efficiency and enhancing College Korean classroom interaction and help stimulate students' interest in learning Korean, etc. However, there are still many problems in the teaching of Korean in most colleges and universities, such as scarce resources for Korean teachers in colleges and universities, less opportunities for Korean practice and exercise, and lack of emphasis on Korean teaching in colleges. For the problems existing in Korean teaching in colleges and universities, measures such as strengthening the construction of Korean teachers in colleges and universities, implementing a flipped classroom teaching model, and integrating multimedia technology with Korean teaching in colleges and universities should be adopted to promote further innovation of college Korean teaching models.

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