

Current Situation and Practice on Korean Major Education in Higher Vocational Colleges

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ABSTRACT. According to the data released by China's employment department, the demand for Korean talents is about 1 million every year in China. Some experts say that Korean major is one of the most popular majors in China's employment market. All these information indicate that Korean major in higher vocational colleges is facing great development opportunities. In China's higher education system, the main function of higher vocational colleges is to offer more practical talents for China's economic development. Consequently, Korean majors in higher vocational colleges need to be guided by social needs at any time to cultivate Korean workers with strong language application ability. Currently, Korean teaching in higher vocational colleges is facing many issues and is in the bottleneck period of development. This work analyzed the difficulties faced by Korean teaching in higher vocational colleges, and then discussed the way out to cultivate practical Korean talents in practice.

KEYWORDS: Higher vocational college, Korean education, Present situation, Practice

1. Introduction

With the increasing number of Korean majors in higher vocational colleges and the addition of various Korean majors, Korean teaching is facing new tasks and challenges. The traditional teaching methods such as task driven method, scene simulation method, etc., are difficult to achieve the teaching objectives due to the limitations of teaching objectives, teaching contents and students' learning foundation and interest [1]. Therefore, the innovative methods of Korean teaching in higher vocational colleges should be explored. Combined with students' characteristics and teaching objectives, it is necessary to find teaching methods that can stimulate students' interest in learning, improve their motivation for autonomous learning, and cultivate their sense of teamwork. Consequently, the optimization of Korean teaching effect in higher vocational colleges is achieved. Only in this way can the quality of Korean major education in higher vocational colleges be improved fundamentally and the teaching development of higher vocational colleges in China be promoted comprehensively.

2. Present Situation of Korean Teaching in Higher Vocational College

2.1 *The Teaching Objective is Unclear*

At present, the teaching objective is unclear. Korean majors in higher vocational colleges are generally completed through three academic years. In the process of Korean teaching, the main goal and task of the teaching is only to ensure that students can have a certain foundation in Korean, and can be proficient in listening, speaking, reading and writing. Therefore, it will lay a certain Korean foundation for future employment in Korean enterprises, multinational companies or international trade. However, there is no detailed thinking and clear regulation on what kind of ability and professional quality students should be trained into [2].

The teaching of Korean language ability in higher vocational colleges has certain particularity. The previous teaching overemphasized the basic knowledge of this language, but ignored the mastery of relevant skills and the cultivation of ability. This kind of teaching goal setting is not conducive to cultivating talents' professional ability. At the same time, this major is not suitable for the implementation of "order-oriented" and "directional" talent training program. It is difficult for students to find their own positioning after graduation, which is difficult to match the social talent demand, and has a big difference with the post demand of the employer.

2.2 *The Teaching Content is Not Reasonable*

The development of higher vocational education in China is still short, especially Korean, which is a foreign language education, is still at a relatively primary level. However, with the change of social demand and economic structure, the textbook writing and methodology research of Korean major can not match the current social demand. Therefore, most of them refer to the Korean textbook content of undergraduate and junior college with regard to content selection.

Due to the differences in teaching concepts and objectives between higher vocational education and traditional undergraduate and post-secondary education, the transplanted teaching materials are difficult to meet the needs of higher vocational education for personnel training. This situation makes the textbooks used by Korean majors in higher vocational colleges overemphasize theoretical learning and lack certain systematicness and integrity. Also, the overlapping of some contents and methods makes it lack relevance and practicability.

2.3 The Teaching Method Lacks Innovation

Korean teaching in higher vocational colleges is usually based on the teacher's explanation, and then supplemented by a lot of practice. The whole process of teaching is almost led by teachers. In the method of knowledge teaching, too much attention is paid to theory teaching, neglecting the cultivation of students' practical ability [3]. In the teaching process, too much emphasis is placed on the standardization of language, and students' learning initiative and participation are seldom improved by mobilizing their autonomy, so that they only master the basic rules of a language in the learning process. However, the learning and exercise of vocational skills have not been improved, which is not conducive to the cultivation of applied talents.

In some Korean teaching, teachers only pay attention to the completion of textbook knowledge and teaching tasks. In classroom teaching, students' emotion and knowledge are ignored, and there is a lack of interaction with students, which leads to students' lack of initiative and autonomy in the learning process. However, if the efficiency of knowledge intake is not high for a long time, the dignity of students' personality will be damaged, which is not conducive to the improvement of teaching efficiency.

3. Innovation and Practice of Korean Teaching in Higher Vocational College

3.1 Innovation Curriculum Setting

The curriculum setting of Korean major in higher vocational colleges should emphasize the guiding role of the market. The author believes that Korean major in higher vocational colleges should always follow the economic development and market trend of China and South Korea to improve the curriculum system. The courses are mainly specialized in business Korean, marketing Korean and tourism Korean, etc., thus expanding students' knowledge system and breaking through the singularity and limitation of course setting.

3.2 Innovation Teaching Mode

In terms of teaching, the interactive teaching mode can create a more relaxed learning environment, stimulate students' interest in learning, and enable them to integrate into learning faster. In terms of teaching materials, it tries to break through the knowledge system of traditional teaching materials. For example, Korean bidding books and financial statements in enterprises are used as teaching materials to explain cases, so that students can better understand the practical application rules of Korean. Therefore, in the process of practice, it can:

(1) Use hit songs. With the popularity of Korean dramas in China, Korean songs and Korean idols are especially popular among the "post-90s" students. Based on the characteristics of students' pursuit for Korean wave, teachers can grasp students' curiosity and interest. The theme songs of Korean idol drama, new album songs of Korean idol stars, simple songs of Korean children's version, etc., are selected and integrated into the classroom teaching. Simultaneously, the combination of listening, singing, practicing and editing can stimulate students' interest in learning. The choice of Korean songs should meet the needs of students' hobbies and interests, as well as their age characteristics. Classroom teaching in pleasant songs is in line with students' learning psychology and knowledge seeking psychology, which can stimulate students' interest in learning. For example, students can find the main idea of the lyrics, composition, singing and other information materials after class according to one of their favorite Korean songs, thus enhancing students' interest in learning Korean. It can expand students' understanding of Korean culture to enhance their love for Korean and cultivate their interest in learning Korean.

(2) Form practical tasks. The characteristics of higher vocational education is to cultivate skilled talents in various fields. Students are generally faced with internship and employment in the third and fourth semester, and their learning

attitude will change obviously. This is also the stage of opening Korean courses in higher vocational colleges. In order to achieve better teaching effect, students' listening and speaking ability should be trained with real tasks in teaching. First, the real task is stimulating, which can make students clear about their learning attitude. Second, the real work task is verifiable, and students can test their Korean learning situation while completing the real task. Third, the real task is challenging, and the real task is the situation that may be encountered and happened in the future work post. Whether the task can be completed successfully or not, the real task practice in class is challenging. Fourth, the real task can be completed in the professional training room. Fifth, the real task can influence and inspire students to check and fill in the gaps, and constantly improve themselves, thus carrying out autonomous learning spontaneously.

(3) Carry out voice chat. Teachers can make use of the Korean teaching language room, and each class is open for 10 minutes, so that students can chat with each other independently. One is to offer a platform for students to speak Korean. Second, teachers can guide and supervise students' practice. Third, students can find a sense of achievement in practice, thus forming a good learning atmosphere. Fourth, different levels of Korean level affect students' enterprising psychology through voice chat and objectively cultivate students' autonomous learning consciousness.

3.3 Innovation Development Cooperation Teaching

In the traditional concept, the main mode of cooperative teaching is college cooperation and school enterprise cooperation. In fact, cooperative teaching can also be carried out in the form of professional cooperation within colleges and universities. Accordingly, Korean teaching in China's higher vocational colleges pays too much attention to the cultivation of students' language ability, and ignores the teaching of students' other professional basic knowledge. In this regard, the author believes that higher vocational colleges can try to cooperate with each other, and set up more economic and trade and law courses for Korean majors through public elective courses and elective courses. From the perspective of school enterprise cooperation, the school enterprise cooperation in China's higher vocational colleges has started and achieved certain results [4]. Higher vocational colleges should actively contact enterprises for students to learn and practice. On the premise of protecting students' personal safety and labor rights, students should be arranged to practice in enterprises as much as possible. Students should form the assessment mode of summary and enterprise feedback, thus improving their Korean application ability.

4. Conclusion

In the above-mentioned teaching process, students' learning enthusiasm has been significantly improved, and the effect of Korean learning is very significant. It has achieved the expected teaching objectives and meets the current teaching development needs of Korean majors in higher vocational colleges. Therefore, teachers should boldly change their teaching ideas based on the current situation of Korean teaching in higher vocational colleges. They should draw lessons from the excellent educational concepts at home and abroad, and constantly summarize and apply the teaching methods that meet the students' learning conditions and have the characteristics of the school. It is necessary to do a good job in the construction of educational innovation and practice system, so that students can apply what they have learned. The characteristic practice system is formed to stimulate students' initiative in Korean learning. Fundamentally, the disadvantages of Korean teaching in higher vocational colleges are solved, and a scientific and efficient education system is formed to comprehensively promote the development of higher vocational education in China.

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