

Korean Middle School Chinese Teaching under the Cooperation of Chinese and Korean Teachers

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Abstract: In 2012, China and South Korea signed the CPIK project, in which Chinese teachers are sent to South Korea to cooperate with South Korean teachers in teaching Chinese. This model of Chinese and South Korean teachers teaching together is also known as collaborative teaching model. This mode can be divided into the following three situations: first, Korean teachers lead and Chinese teachers assist. Second, Chinese teachers lead and South Korean teachers assist. 3. Cooperative teaching between Chinese and Korean teachers. I was fortunate enough to participate in the program and teach at three schools, and all three types of teaching were covered. Collaborative teaching has been around for a long time, and it has its own advantages, because many Chinese teachers are not proficient in Korean, and it helps students better understand the course content. However, there are some difficulties in the implementation of this model, which requires the active cooperation of Chinese and Korean teachers, and may cause a series of problems if it is not used well. Therefore, this paper will explore its advantages and existing problems combined with their own practice, and put forward some suggestions.

Keywords: Korean Middle School Chinese Teaching; Korean Teachers; Chinese; Cooperation.

1. Introduction

South Korea and China have frequent exchanges, the geographical location of the two countries is relatively close, and there are many cultural similarities. South Korea has been using Chinese characters for a long time. When we walk on the streets of South Korea, we can often hear and see many Chinese characters. In Korea, there are also many Chinese language vendors in tourist attractions such as Myeongdong and Hongda. Because of the frequent exchanges between the two countries, South Korean students have a great demand for learning Chinese. The South Korean Department of Education also attaches great importance to promoting Chinese teaching, and Chinese courses are offered in primary and middle schools in all cities and provinces. However, the number of international students who can really study in China is limited. Many local teachers may not have been to China or have limited time to study in China. This also promotes the emergence and development of the collaborative teaching model between Chinese and Korean teachers. The purpose of this study is to analyze the advantages and disadvantages of this model and further propose solutions, so as to better promote the development of China-South Korea collaborative teaching model, improve the teaching effect and give play to its advantages.

2. The Advantages and Disadvantages of Chinese and Korean Teachers' Cooperative Teaching

2.1. The Advantages of China-South Korea Collaborative Model

1. Overcome language barriers

Due to the limited Korean proficiency of many Chinese teachers, although the cpik program will provide pre-service training for Chinese teachers in South Korea, it is basically a short-term accelerated learning. Therefore, the Korean proficiency of Chinese teachers is still in the initial stage and

they cannot communicate smoothly. Many Korean students are learning Chinese for the first time. If Chinese teachers teach alone, it is very difficult for teachers. First of all, they can only rely on translation software to translate lessons. However, it is impossible to know whether the translation is accurate or not, which may lead to misunderstanding. Secondly, in the course, because the two sides cannot communicate well, a relatively simple knowledge point may consume a lot of time and affect the teaching effect. And students may lose concentration or interest in class because they can't understand Chinese.

2. Maintain classroom order

Most teachers who participate in the cpik project are postgraduate students, many of whom have no actual work experience. In addition, due to differences in language and culture, they may not be able to take effective measures in time to deal with some unexpected classroom situations. On the other hand, there are differences in the educational methods of China and South Korea. Students in South Korea are more active and the classroom atmosphere is more enthusiastic. Therefore, the cooperative teaching between Chinese and South Korean teachers can avoid the situation that Chinese teachers need to maintain order while teaching. Make the classroom in a better environment, improve the learning efficiency of students.

3. Analyze the synergy advantage from the four elements of language

Language: In the collaborative phonetic teaching between Chinese and Korean teachers, the participation of Chinese teachers can provide good pronunciation guidance and provide students with the most natural and authentic Chinese pronunciation. Chinese teachers are also able to correct pronunciation accurately and have sufficient sensitivity to some incorrect pronunciation, so that students can have good pronunciation from the beginning.

Vocabulary: Because there are a large number of Chinese words in Korean, whose pronunciation is similar to Chinese, Korean teachers can inspire students to guess the meaning of words by themselves, which is conducive to students' memory,

and is more conducive to memory than simply reading and interpreting the meaning. Some textbooks may be old, but Chinese teachers can help update some vocabulary and add some hot words on the Internet or new words frequently used in contemporary life, which can increase students' interest in learning. The most important thing is that Chinese teachers can help students understand the meaning of words in different contexts by combining the context in which words are used. However, there are many words with similar meanings in Chinese. Chinese teachers can help distinguish these words, while Korean teachers can express them in Korean, which will help students understand.

Grammar: There are great differences between Korean grammar system and Chinese grammar system, but Korean teachers can know the differences. For example, the biggest difference is that Korean is "subject-subject-predicate" structure, while Chinese is "subject-predicate object" structure. And the Korean teacher can explain clearly. In terms of explaining grammar, Chinese-Korean collaborative teaching is more efficient and helpful for students to understand. However, there are many flexible uses in Chinese grammar, which Korean teachers may not be able to understand comprehensively, but Chinese teachers can supplement. Take the Chinese word order: "Nice to meet you, nice to meet you." These are both correct ways to say hello. Collaborative grammar teaching enables students to fully understand Chinese grammar and use it better and more flexibly.

Chinese characters: Some Korean teachers do not pay much attention to the teaching of Chinese characters. They think Chinese characters are difficult, or they think they can learn Chinese only using pinyin. But learning Chinese characters is essential to learning Chinese. Some Korean teachers do not have a complete grasp of the strokes of Chinese characters, and students write Chinese characters like drawing, which may be because they do not know the order of the strokes. In addition, hieroglyphics, phonics, understanding and other Chinese characters can help students reduce the burden of memorizing Chinese characters, so Chinese teachers can use these methods to help students memorize Chinese characters, which is very helpful to reduce the psychological burden of students, conducive to better memorizing Chinese characters.

Culture: This is also a very important part of the collaborative teaching between Chinese and Korean teachers. Since most students have no basic knowledge, cultural teaching also faces some language difficulties. However, because of the collaborative teaching, Korean teachers can smoothly introduce Chinese culture to students, which makes cultural teaching easier. On the other hand, Chinese teachers have a more comprehensive and in-depth understanding of Chinese culture, which is more contemporary. Therefore, Chinese-Korean collaborative teaching can well overcome the language barrier to understand Chinese culture.

Students' learning interest: the cooperative teaching form of Chinese and Korean teachers will make students feel interesting, and a variety of games and activities carried out in class can fully arouse students' enthusiasm.

3. The Disadvantages of Chinese and Korean Teachers' Cooperative Teaching

Korean teachers are dominant, middle and secondary, and

this division of labor cannot give full play to the role of Chinese teachers. Korean teachers give lectures while Chinese teachers only take charge of reading, and Chinese teachers may only say a few words in class. This division of labor cannot create a good atmosphere for students to learn Chinese. Students rely too much on Korean teachers, and Chinese teachers become "repeat readers". This division of labor also limits the role of Chinese teachers and adversely affects the development of Chinese teachers.

As many students in Korea have a very weak Chinese foundation, they are only exported by Chinese teachers, which may make students afraid of difficulties. When they encounter some grammar points, it may be time-consuming, which is not conducive to improving classroom efficiency. This kind of teaching division is more suitable for students with certain basic knowledge. The high school in Jiangxi, South Korea where I work is more suitable for this kind of division of labor, because the students have certain basic knowledge and many Chinese pronunciations have something in common with Korean. Some students in the class have living background in China and can act as translators, while the Korean teachers only need to explain some difficult sentences. This can not only mobilize the enthusiasm of students, but also allow students to improve their concentration. However, I cannot use this method in my other two schools. Gaewon Middle School is a middle school, so the students are too young and have no foundation of Korean, and the class size is quite large, with 32 students. So, it doesn't really work that way. Students at Shingkwang High School also have no basic knowledge of Korean. However, this method has high requirements on Chinese teachers, who need to simplify their language as much as possible, with standard classroom expressions and clear instructions.

4. The Chinese and Korean Teachers' Cooperative Teaching Countermeasures

4.1. Discuss the Teaching Plan before Class

Establish good communication between Chinese and Korean teachers. Chinese and Korean teachers should fully communicate with each other before class, and Chinese teachers should actively understand the situation of students and the classroom. Before class, Chinese and Korean teachers should discuss and design a teaching plan suitable for the textbook content and easy for students to accept. Two teachers probed in advance. Chinese teachers are mainly responsible for teaching phonetics, tones and pronunciation, while Korean teachers are responsible for interpreting textbook conversations and new words to students. As the content of each lesson is different, combined with different teaching methods, Chinese and Korean teachers have different priorities in each lesson, so coordination work should be done well in advance. Design the teaching process before class, can make full use of 50 minutes of class time, make the class compact and enjoyable. After finding teaching resources, Chinese teachers should consult with South Korean teachers and show their teaching designs to South Korean teachers before class. South Korean teachers can make adjustments and supplements according to students' actual acceptance ability and interest. South Korean colleges and universities have rich teaching sharing courseware, South Korean teachers should provide Chinese teachers before class, so that they can learn from the course preparation process.

The way of thinking can determine the progress of a thing. Only by reaching an agreed mode of thinking can Chinese and Korean teachers ensure the smooth progress of the teaching process. In learning a language, "understand" and "speak" are the most important, but cannot ignore "readable" and "write". In the stage of pronunciation teaching, Chinese teachers should correct students' pronunciation and practice Korean pronunciation easily. After learning every class, students should cultivate the habit of writing Chinese characters, and the strokes and radicals of Chinese characters should be simple. Conversations in textbooks should be practiced repeatedly, between teachers and students, and between students. By using the basic conversational sentence patterns to make sentences and write, understanding and reciting the basic conversational forms in the textbook to improve students' oral expression ability. After students have mastered these basic conversational sentence patterns and key vocabulary, they can be trained to express themselves in Chinese according to their actual situation. In different stages do different degrees of improvement training, so that students truly master a comprehensive language. The determination of teaching content should be closely combined with students' life. Only the things closely related to themselves, students will have a higher interest in learning, such as their own and classmates' names, schedules, classroom expressions and so on.

4.2. Timely Summary and Feedback after Class

After the classroom teaching, Chinese and Korean teachers should summarize the appropriateness of the teaching plan according to the students' learning effect and teaching feedback. Jointly review whether the teaching method is appropriate, whether the supplementary content is suitable for students, whether the teaching rhythm is appropriate, and whether the teaching courseware is accessible to students. Evaluate each other's teaching performance in class, make suggestions and modify countermeasures. Chinese teachers should update the teaching design in time, find appropriate teaching resources and design suitable teaching plans according to the students' actual situation and learning interest provided by Korean teachers. Korean teachers should provide certain help to Chinese teachers, and they should jointly select and design the teaching content and teaching methods. Teach students according to an attitude Actively adjust the teaching model Chinese teachers are actively learning Korean

4.3. Requirements on Language Competence of Chinese and Korean Teachers

The Chinese source language assistant teacher is not equipped with Korean expression as a result, they rely too much on Korean teachers in and after class. Limited to the language barrier, the communication between teachers and students of Chinese original language very little, except for reading and conversation exercises in class other communication. This situation is neither good nor bad for students' learning effect Chinese native language teachers themselves have great disadvantages. Whereas. In this case, China in the selection of Chinese native language teachers should make the teachers korean level as a reference standard, the preferred choice to master certain a teacher of conversational Korean. Chinese teachers themselves should also learn more about korean, master the basic conversation and teaching language, make their teaching effect get improved.

In short, the cooperative teaching model of Chinese and Korean teachers has certain limitations, but as long as Chinese and Korean teachers cooperate and coordinate their teaching, Chinese teachers can reasonably introduce more knowledge of Chinese culture and combine teaching and entertainment closely, this kind of teaching mode is very promising, Chinese native language auxiliary teachers will also play their real role as a Chinese teacher.

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