

## **Research on the Development and reform of Korean instructional mode in institution of higher learning from the perspective of constructivism**

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**Abstract:** With the development of tourist industry of China and South Korea, a trip to South Korea South Korea travel around China and the Chinese people increased year by year, so can use two languages to guide China and South Korea also constantly growing demand for the personnel training can flexible use of Korean, provides the high-quality service for the south Korean tourists to China, and is now an important subject of higher vocational education are facing. Korean teaching needs to change the traditional instructional mode of "teacher speaks, students listen" to create "taking students as the center, pay attention to cultivate students' autonomous learning ability, innovation ability and practice ability" instructional mode, constructivism concept is to cater to the requirement by more and more Korean teaching workers research, and applied to real teaching. In this paper, we study the Korean instructional mode of development and reform, more help to discover and find out the current Korean instructional model reform of the contradictions and problems existing in the practice, and then from the Angle of the service the student learning, to adjust instructional model reform and perfect, to better promote the teachers and students to enhance the efficiency of "learning" and "teaching" to achieve the goals of talents cultivation.

### **1. Introduction**

China and South Korea are neighbors separated only by a strip of water. With the development of cultural exchanges between the two countries, the number of South Korean tourists to China and The number of Chinese tourists to South Korea is increasing, and the tourism industry between the two countries is booming. Our school is located in Shandong Peninsula, which is across the sea from South Korea. Therefore, our school has more frequent exchanges with South Korea in tourism, trade, study abroad and other fields than other regions [1]. Whether to cultivate a large number of high-quality and high-level tourism Korean talents to meet the needs of the market has become an important task of higher vocational colleges. However, in Korean learning, people often go wrong and are always obsessed with reciting and memorizing words and grammar [2]. Constructivism is a learning theory based on materialist epistemology and dialectics that prevents students from making good use of the knowledge they have learned. It holds that the learning process is a process in which learners reconstruct knowledge based on their original cognitive experience, understanding of meaning [3]. To study the development and reform of Korean instructional mode in institution of higher learning from the perspective of constructivism, that is, from the perspective of students' learning, is not only helpful to teachers' perspective-taking in teaching, but also helpful to improve the efficiency of "teaching" and "learning" and realize the goal of talent cultivation. Although the content of constructivism is very rich, its core is only one, that is, it emphasizes "student-centered", in other words, it emphasizes the subjectivity of students, while teachers are only the auxiliary and promoter of students' learning. This paper tries to discuss the application of constructivism theory in Korean language teaching with a view to modern Korean language teaching practice [4].

## 2. What is constructivist theory

### 2.1. The basic theory of constructivism

Constructivism was first put forward by Piaget, a Swiss philosopher and psychologist. He believed that learning is the process of acquiring knowledge. If cognitivism, which is purely developed from behaviorism, emphasizes that knowledge is acquired through teaching, constructivism can be said to be a further development of learning theory. As a new cognitive theory, constructivism has emerged in the past 20 years, but the idea of constructivism is nothing new [5].

Jean Piaget, a famous Swiss psychologist, is regarded as the earliest proposer of contemporary constructivism theory because of his theory on children's cognitive development. Current situation of theoretical research. For a long time, education experts and Korean teachers institution of higher learning has not stopped the study of the theory of the Korean teaching pattern in institution of higher learning, in according to the relevant teaching theory or idea and certain teaching goal, the research more feasible operating procedures of teaching, to explore more effective implementation of teaching conditions, to establish a more scientific teaching evaluation method and standard, Moreover, through a lot of imitation, reference and exploration and innovation, more achievements have been achieved. Practical Korean courses emphasize a clear professional purpose, so it is required that tourism Korean teaching must have special textbooks and teaching auxiliary materials [6]. However, most of the tourism Korean textbooks used by institution of higher learning are national versions, which are universal and universal, but lack of regional and professional characteristics. The existing problems include outdated content and pictures, excessive theoretical knowledge, lack of career guidance, etc.. At the same time, the students' ability of tour guide and tourism service will be trained, so that they can master tourism knowledge and tour guide skills and improve their employment quality. However, in the course construction, it is necessary to straighten out the relationship between the cultivation of Korean language skills and that of tour guides. The motivation analysis of respondents in learning South Korea is shown in Table 1

Table 1 Analysis of respondents' motivation for learning in South Korea

Learning motivation	Professional	Hobby	Korean	Learning confidence	Other
Number	12	8	14	10	6
Absolutely	26%	14%	27%	20%	13%

### 2.2. Improvement of classroom teaching methods

The establishment of tourism Korean specialty in higher vocational colleges must be closely combined with practical production and devoted to cultivating professional talents with strong practicality and good adaptability to market demand. In traditional Korean teaching, the classroom is basically a teacher's, the teacher can be said to be the "master" of the classroom; And students can only be "ruled", compared with the subject status of teachers, students are just passive receiving objects. To change the traditional instructional mode and means, it is necessary to change the role and status of teachers in the teaching process. From the perspective of constructivism, teachers need to realize the role transformation in class and return the initiative in class to students so that they can play the main role and give full play to their enthusiasm and initiative [7].

When we tried to communicate with freshmen and sophomores who did well in some exams in simple Korean, almost all freshmen said they could not understand the questions. More than half of the sophomores could understand the questions but could not express their thoughts in Korean. Turn boring and boring language learning into lively language communication [8]. At the same time, it is necessary to stimulate students' interest, pay attention to the cultivation of students' creative thinking, implement interesting teaching and pay attention to teaching art. They also download

pictures and videos of good Korean attractions, Korean tourism guides and Korean culture. Upload pictures and videos to resource-sharing websites to become auxiliary materials for students' classroom learning. The videos digitize the corresponding teaching information to make the teaching materials more vivid and visualized, and enhance the intuitiveness, interest and diversity of classroom teaching. The average arrangement of seven types of errors of Korean students is shown in Table 2

Table 2 Average error arrangement of seven types of errors of Korean students

	A1	A2	A3	A4	A5	A6	A7
Error rate sort	7	1	6	1	7	5	2

### 3. Constructivist teaching strategies

#### 3.1. The use of situational teaching methods

The so-called situational teaching method is that in the teaching process, teachers purposefully introduce or create virtual scenes with certain emotional colors and vivid images, so as to guide students' emotional experience, so as to help students better understand and acquire knowledge and skills, and make students' psychological function get more development. The most important feature of situational teaching is the integration of speech, action and emotion, and the core is to stimulate students' emotional experience. Need to master foreign etiquette. Therefore, etiquette knowledge must be taught to students in this course so that students can develop the good habit of being polite to others whenever and wherever they are [9].

In particular, students' ability of intercultural communication should be cultivated. The design of the situation is very important, because a good situation will arouse the student's interest in learning and make him enthusiastic to continue the following conversation. The scenes designed by teachers should follow two principles. One is close to students' daily life so that they can fully understand the connotation of the scenes. From daily work, even if some teachers can be summed up some help to the teaching experience and method, but also often just "learning" and "why", cannot be stable to the experience and method was applied to the teaching practice, the more difficult to provide effective guidance and help for students to learn, in the long run, Teachers also gradually lost confidence in trying to reform [10]. Teachers need to cleverly design classroom teaching content to make the classroom atmosphere relaxed and happy. They can arrange some small games and competitions related to learning knowledge to turn the dull and boring language learning into lively language communication. Pay attention to the cultivation of students' creative thinking, pay attention to teaching art, stimulate students' interest.

#### 3.2. Some thoughts on promoting the reform of Korean instructional mode in institution of higher learning

Although the practice of instructional mode reform is often only reflected in the micro level of teachers' teaching, it directly affects the improvement of talent cultivation ability of institution of higher learning, and relates to the final realization of the "five degrees" of talent cultivation quality proposed in "30 Higher Education". It is not only the mission of teachers, but also the task of institution of higher learning and the responsibility of the country to promote the reform of Korean instructional mode in institution of higher learning. Students have different knowledge structures and their acceptance ability. However, some teachers tend to favor the top students when asking questions, and often avoid those students with poor grades. The top students are often the leading role when answering questions in class. Under such circumstances, many non-top students are no longer willing to engage in active thinking, tend to retreat in class, stay out of the question and answer session, and their academic performance is even more worrying. Some tourism Korean majors in higher vocational and technical colleges only have a series of curriculum system, but no corresponding teaching mechanism. In this way, the realization of training goals can only be an armchair strategist, without practical significance. Therefore, how to solve the contradiction in the

curriculum system and teaching mechanism, it is necessary to cooperate with the tourism and hotel industry, establish a training base, and need the enterprise's part-time teachers to participate in the whole process of tourism Korean talent training. In a word, constructivism theory has great reference significance for Korean language teaching, but we can not deny that there are still some defects in this theory. For example, if teachers fail to make good construction design, it is likely to lead to the "unsupervised" state of the classroom. Moreover, the basic knowledge of Korean, especially the vocabulary and basic grammar, should be explained to students before construction.

#### 4. Conclusions

We should give full play to the main role of teachers in the reform of higher education and creatively promote the reform practice of Korean instructional mode in institution of higher learning with the key point of cultivating students' self-thinking and self-learning ability. Teachers also need to use a variety of means to enrich the content and form of classroom teaching. For example, when explaining Korean cuisine, students can introduce the making process of spicy cabbage through a short film, so that they can practice making by themselves. In this way, students' interest in Learning Korean cuisine can be improved, and it is convenient for students to memorize words and refer to more information and vocabulary. Korean language teaching must be based on the actual needs, combined with the characteristics of tourism specialty, constantly improve and supplement the teaching content, improve teachers' own ability and change the teaching method, so as to make tourism Korean language subject have a better development prospect.

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