

A Brief Analysis of Cultural Education in Korean Education

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Abstract: Language is a part of culture, a symbol of culture, and the key to understanding culture. In the current process of foreign language teaching, it is not difficult to find that even if you have learned basic professional knowledge such as pronunciation, vocabulary and grammar well, you can communicate with the language you have learned. However, in the process of communication, your lack of understanding of the culture of the target language country will lead to some unnecessary misunderstandings. In order to really use a foreign language well, it is necessary to have a detailed and thorough understanding of the culture of the target language country while learning the relevant knowledge of the language well.

1. Introduction

Language is both the existence of society and the product of culture. Language education cannot exist without a specific cultural background. Languages can be seen as a community of native speakers or as the cultural heritage of the country. Therefore, language is a part of culture, and culture is a part of language. Language and culture are closely related. Because the process of learning a language is in some ways a reflection of learning culture. In the current process of foreign language teaching, it is not difficult to find that even if you have learned basic professional knowledge such as pronunciation, vocabulary and grammar well, you can communicate with the language you have learned. However, in the process of communication, your lack of understanding of the culture of the target language country will lead to some unnecessary misunderstandings. In the process of communicating with the target language, learners are able to understand and accept the mistakes in vocabulary and grammar. However, mistakes caused by not knowing the culture of the target language country are often considered as impolite behaviors.

Sapir[1] pointed out that language is the symbol of culture and the key to understanding culture. Therefore, language is a means of learning culture. In addition, language can translate a culture into other countries' cultures as a communication tool, which can be regarded as a media that can communicate with each other. Most learners have a certain understanding of the necessity and importance of cultural education in foreign language teaching. In order to really use a foreign language well, it is necessary to have a detailed and thorough understanding of the culture of the target language country while learning the relevant knowledge of the language well. It cannot exist without the specific cultural background of language, which is also the close connection between language and culture. Moreover, culture is a way of life Shared and spread by members of society. Culture is universal, diverse, inherited and changes with the passage of time. Animals, like humans, communicate in their own language, but think abstractly with symbols, creating cultures that exist only in humans.

This study will explore the importance of cultural education in Korean language education. Confucian values, collectivism, way of thinking, way of life, psychosocial characteristics and so on reflected in the Korean language. If you do not understand the cultural background contained in the Korean language, you may encounter problems in the communication with the Korean people and hinder communication. Therefore, if the corresponding cultural education is not implemented in the process of Korean education, even if the Korean is quite fluent, some unnecessary misunderstandings

will inevitably occur in the actual communication. Therefore, the Korean language education as a foreign language must involve cultural education.

In the talent training program for Korean majors offered by universities, in addition to language and culture, that is, language learning, Korean culture as a compulsory subject is also offered, including daily cultural subjects that introduce modern society, literature, history, economy and other related cultures and lifestyles. Through the establishment of these culture-related subjects, we can see the great importance of cultural education in the process of Korean language education. Cultural education has cultivated the degree of cultural familiarity, generated greater interest in learning Korean, deepened the understanding of Korean culture, and finally laid a certain foundation for being able to speak Korean more proficiently.

2. The Necessity and Educational Goal of Cultural Education

It is very difficult to define culture accurately or precisely. The interpretation of the concept of culture, human has been different. However, there is a common explanation and understanding in the dictionaries or encyclopedias of the east and the west: that is, culture is all the spiritual activities of human beings and the cultural contents of their products relative to politics and economy. The widely accepted concept defines culture as the whole life style of a group, which covers everything from the birth of a person, including language, behavior style, content, belief, etc., as well as the material and spiritual basis on which human beings rely for survival. The core content of values is the important content of foreign language culture teaching. A country's culture should include institutional culture, spiritual culture and social material culture, which are the embodiment of the country's values.[2] Therefore, the content of culture teaching in foreign language teaching should mainly include the political system and historical context of the foreign language teaching country. Social customs and lifestyles; As well as the influence of social material products on the people in the country where they are taught are the main contents, and the values reflected in mainstream ideology and literary works should be taught to learners. The author thinks that, for bearing the culture of learning a language is a process of from perceptual knowledge to rational knowledge, is the expression of target language values and the cognitive process of ideology, foreign language culture teaching and learners can neither passively accept, can not blindly resisted, should make full use of its positive side rich local culture, to serve their own interests. Blind worship of foreign culture and adherence to the local culture is not in line with the current social development requirements.[3]

Most countries have their own unique culture. With the beginning of globalization, they realize the value of self-culture and begin to make efforts to protect self-culture. In addition, successful communication can only be achieved if the target culture is also learned in the process of learning the target language of a foreign language. From this level, we realize that language education needs to be accompanied by cultural education. The same is true of cultural education in Korean language education.

Brooks[4]argued that "if culture is not taught while language is taught, language education will become meaningless symbol education or teach learners symbols that cannot be understood correctly", which emphasized the social and cultural value of language. Lado[5]pointed out that if we ignore cultural content, we cannot teach a language well. If we do not understand the cultural value as part of a language, we cannot learn a language well. According to Spolsky[6], in order to communicate effectively with native speakers of the target language, cultural knowledge is required. Moreover, it is mentioned in Seelye[7] that if language is learned from an isolated source of language and culture, the use of context prevents socialization, because only structural knowledge of the language, and no special insight into the political, social, religious or economic systems, can be obtained. If cultural education starts with the results of education, it will also contribute to the personality while seeking the knowledge development of learners.

Learners, as members of the social community, inadvertently learn self-culture in the growth of their first culture. However, when learning a foreign language, the culture of the target language, as a second culture, should be mastered through learning. Culture is formed over several centuries. As

mentioned before, it contains the behavior, values, history and customs of people in the cultural circle. The proportion of values varies according to the culture. Therefore, because learners have different understandings of their own culture and target culture, cross-cultural communication is needed. In the process of learning a foreign language, the interference of mother tongue is inevitable. The greater the cultural difference, the more social and cultural distance can be felt. Finally, when communicating with people from different cultural circles, they will understand, judge and think based on the self-culture they have learned in their own countries, which makes it difficult to express their meaning. There is also a tendency to fall into a sense of cultural superiority. Therefore, it is important to show that although the cultures of the two countries are different, they have the same unique value in the process of guiding the foreign language.

The goal of cultural education is to better carry out cultural exchanges. It is far from enough for learners to only understand grammar. In order to improve their communication skills, they need to know social and cultural rules in addition to grammar. Canale & Swain, based on the concept of Hymes divided competence into grammatical competence, conversational competence, sociolinguistic competence and strategic competence, and emphasized that it must be applied in foreign language education. Therefore, it is impossible to convey ideas correctly without considering the social and cultural elements in the language. In order to successfully communicate, learners should not only understand the grammatical sentence structure, but also understand the usage in the social context and the accompanying nonverbal behaviors. The relationship between communication ability and language ability was involved. Although communication ability included most of the language ability, language ability only included part of the communication ability. So learning to communicate involves not only the ability to speak four languages, but also the ability to talk, the ability to use language correctly in social and cultural situations. Lin zhongtai [8] proposed that in order to effectively guide culture, target culture information, textbooks written in the language used by foreigners in actual social situations and knowledge of target language should be provided to the greatest extent. By correctly understanding, understanding and guiding the root causes of learners' anxiety and frustration caused by cultural differences, students can be guided to master the target language successfully.

Therefore, even if the pronunciation of a foreign language is accurate, no matter how good the vocabulary and grammar can not ignore the cultural background. If a native speaker of the target language makes a mistake in vocabulary or grammar because he/she is a foreigner, he/she can easily be forgiven for mishearing because interpersonal relations do not cause social problems, but the mistake caused by lack of social and cultural knowledge is intolerable. In addition, inadequate communication skills will not only make learners ridiculous but also easily be misunderstood as rude people. In the end, culture shock may result in a negative understanding of the culture. However, they have a positive attitude towards the target language and the native speakers of the target language. Even if the cultural relationship is far away from the society, they will feel that the distance is close, so they can learn the language faster. Thus, it can be seen that cultural competence plays an important role in language communication.

3. Korean Culture and Education as a Foreign Language

As mentioned above, foreign language learners have their own ethnocentric attitude, so they tend to understand, explain and judge the culture within the framework of their own culture. This is especially true for learners who have grown up in cultural circles far removed from Korean culture. Such cultural difference is that in the cross-culture communication, learners lacking cultural knowledge of linguistic and non-linguistic behaviors will become panic and finally be impacted. The impact here refers to cognition, thinking, action, etc. In order to mitigate this cultural shock, knowledge of cultural and social languages is needed. If there is no cultural education in Korean teaching, Korean education is not a complete education. This is because foreigners who study Korean should learn through the cultural integrity and personality of Korea, the values and collectivism generated by Confucianism as one of the characteristics of Korean culture, the relationship between

family or social members, the improvement of thinking mode, non-linguistic communication behavior, the usage of specific vocabulary and so on. The foreign language culture education can be carried out either by explicit education or by implicit education. Culture exists not only in language but also in social behavior. Teachers can flexibly change learners' learning environment according to the cultural environment of the target language country, that is, set loose, compact or free-style teaching environment according to different cultural and educational themes, so as to arouse learners' curiosity and interest and achieve the double effect of teaching.

In Korean language education, the importance of cultural education is understood as part of communication influenced by language and has been studied. As cultural education in language education in the early 1990s research began to increase, the early education for the culture of Korean education discussion on "cultural center, comprehensive view, macro research" as the center, which formed recently to cooperate the beginner's mind of language using ability education for "language center, restrictive view and microcosmic research" concern gradually increase. Choi hon-hwan [9] believed that Korean cultural education is to make Korean language education more effective and efficient, support content elements in the cultural field and provide the background of cultural knowledge. Therefore, in Korean language education, we should adopt the view that Korean culture should be unified with Korean language education, and emphasize its application in teaching methods. In addition, Also pointed out that with the increasing necessity of cultural education in the Korean language education sector, cultural education is also seen as an important factor for complete language learning. Not only that, he also needs a unique educational process for Korean language education and Korean culture education. Here, the advanced stage of cultural courses refers to Korean cultural education, such as Korean cultural knowledge and the language and culture related to Korean education.

In addition to the linguistic and cultural categories, cultural education in Korean education is divided into daily culture and achievement culture as defined by Brooks. Language and culture can be divided into two kinds, one kind is the culture with the language form, another is transparent in the cultural style, language and culture in its narrow sense refers to the form, rhyme, essential elements of a comprehensive language to language, such as different types of literary works of the generalized culture includes from the sociology of language, social linguistics to discuss the "language of social relations". Korean language education and Korean culture education need to have a unique educational process. Here, the advanced stage of cultural courses refers to Korean cultural education, such as Korean cultural knowledge and the language and culture related to Korean education.

But Korean and cultural education is divided between native speakers and foreigners, that is, depending on the target audience. In addition, for foreigners, the method is different according to the place of education. For Korean native speakers, their native language and culture can be learned naturally in the environment where they grow up by experiencing the culture, but foreigners have no opportunity to experience the culture except in the classroom, so they need to learn the language and culture respectively. That is to say, learning in an artificial process. There are, of course, scholars like immigrants and students at Korean universities or language schools who live on the Korean side and learn from the experience, but most learners are not. According to the length of learning time of different cultural understanding ability is also different. So it's also important to introduce simple ways to get as close to culture as possible. In addition, since culture is not something that can be learned in a short time, it is necessary to coach from the beginning to the advanced stage.

As the understanding of the necessity of cultural education in Korean education gradually expands, Korean education begins to include the internal elements of culture. Although many textbooks on Korean culture are now readily available, in addition, only textbooks on Korean culture and educational AIDS for foreigners learning Korean are published. Such auxiliary materials include: Zhao xianyong introduces body language in simple sentences in body language of Korean; Lee hyeong-wai introduced the interesting and easy to understand Korean culture in Korean culture in life 77, Kim ryok-kyu introduced the Korean culture symbolizing Korean people.

In fact, in addition to Korean courses, there should also be literature, society, translation, cultural education, etc. Cultural courses offered by each university may be different. Therefore, cultural

education courses offered by Korean major in northwest university of political science and law of China are taken as an example to illustrate.

Table 1 North west university of political science and law Korean language education courses

phase	The academic year	Course name	note
Undergraduate course	1	Comprehensive overview of Korea (First semester, 32 credit hours)	compulsory
	2	Korean society and culture (First semester, 32 credit hours) Korean geography and tourism (Second semester, 32 credit hours)	Select a
	3	A brief history of literature (First semester, 36 credit hours) China and South Korea have translation (First semester, 36 credit hours) China and South Korea interpretation (Second semester, 36 credit hours) Comparison of Chinese and Korean idioms (Second semester, 36 credit hours)	compulsory
	4	A brief history of Korea (First semester, 36 credit hours) Business Korean (Second semester, 36 credit hours)	Select a

As can be seen from table 1, although it seems that students majoring in Korean have been learning courses related to Korean culture and education since the first semester of their freshman year, they cover a wide range of fields, including history, society, economy and many other cultural courses. However, in the actual course, there are two embarrassing problems. First, not all cultural education courses require students to take compulsory courses; Second, the number of hours in cultural education courses is too low. Compared with professional knowledge, students majoring in Korean must learn relevant Korean culture in order to master Korean grammar and vocabulary proficiently. The limited school hours, learning a few cultural education courses, obviously for Korean education is not too much help.

The establishment of cultural education has important guiding significance for Korean learners. First of all, learning cultural courses can fully mobilize students' learning enthusiasm. In Korean learning, the motivation of learning directly affects the learning effect. If culture and education can be effectively integrated into the explanation of professional courses, the interest and enthusiasm of learning will be enhanced on the basis of Korean professional knowledge. The second is to improve students' Korean ability. Many students will encounter the same problem in the process of exchange learning in Korea. They study very hard and master solid knowledge. Why are there many obstacles in the process of practical communication? Although China and South Korea belong to the same cultural circle, there are certain differences in political history, cultural background, customs, family beliefs, values and ways of thinking between the two countries, which will inevitably hinder and restrict the improvement of students' communicative competence in Korean. Therefore, in order to effectively improve students' Korean learning interest and application ability, it is necessary to introduce a certain proportion of Korean culture education into Korean teaching.

4. Conclusion

If you are curious about Korea, you will be interested in Korean culture and naturally want to learn Korean. The reason is that language and culture are one, language reflects culture, and culture includes language. Korean is a means to understand Korea and Korean culture, and Korean culture can be seen as a tool to help better use and master Korean. Therefore, learning Korean as a foreign language requires not only basic language skills of listening, speaking, reading and writing, but also a deeper understanding of Korean culture. Although we are in the process of learning Korean, often emphasize the correct meaning of vocabulary and grammar and usage, but understandable, if not combined with the south Korean culture on grammar, vocabulary teaching by using do the interpretation of the specific context, for the students, after all, is to learn a fur, and unable to grasp the basic knowledge of grammar, vocabulary and other language practical application significance.

Although learners live in different learning environments, the process and methods of cultural education may also be different, but it has nothing to do with the environment. No matter what kind of learning environment, learners should broaden their cultural knowledge as much as possible. Because in order to communicate more effectively, not only basic language skills are needed, but also the background knowledge of spiritual and material culture, such as values, moral concepts and lifestyles related to the target language should be understood and mastered. For learners, the background knowledge of the distant and unfamiliar Korean culture can help them learn the language better. Therefore, from the initial stage, language education must be synchronized with cultural education. Cultural education can communicate more accurately and minimize misunderstandings caused by the differences between mother tongue culture and Korean culture. Therefore, the necessity of guiding Korean culture to guide Korean language learning cannot be denied.

The main content of Korean culture and education is language etiquette. The honorific system influenced by Confucianism is the most typical representative. Only paying attention to the basic phonetics, vocabulary and grammar of Korean, but knowing little about the relevant culture, will lead to the fact that although they have mastered the basic knowledge, they still cannot be well applied to practical communication. As we all know, the relationship between language and culture affects and restricts each other. Language is an important part of culture and the projection of culture. In the process of learning, the deeper the understanding of culture, the better for learning the language. Therefore, while learning the target language, it is necessary to have a detailed and thorough understanding of the culture of the target language country so as to improve the learning level of the target language. In Korean language education, it is not only necessary for students to study and come to Korea as exchange students, but also for those who are planning their future and want to work in Korean enterprises or engage in Korean-related trade and other jobs after graduation.

As a student majoring in Korean, compared with the professional language knowledge, in order to be proficient in word formation, in addition to learning grammar, vocabulary, etc., we must also learn the Korean culture, achievement culture and daily culture that have been mentioned many times in this paper. However, universities or language training institutions that only offer Korean lectures do not have a separate cultural education, so they can only introduce culture in Korean classes. However, from the perspective of communication, cultural understanding has a great impact on learning efficiency. In the end, no matter whether it is a Korean university or not, cultural elements cannot be absent in Korean teaching.

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