

The Diversified Structure of Russian Practical Teaching in Colleges and Universities

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Abstract: Compared with other basic courses of the same kind, the teaching content of language practice course is the most comprehensive, including phonetic teaching. In terms of intonation, grammar and vocabulary, it can be said that Russian practice is the foundation of all other professional courses. Russian, as a practical Russian course with the most teaching time and content, its teaching effect depends on the application of teaching methods to a certain extent. According to the characteristics of Russian major in private colleges and universities, practical Russian activity class is constructed to optimize the teaching effect.

1. Introduction

In the Russian professional guidance of Chinese universities, Russian practical courses are always the most important basic professional courses and the most important language training courses. Russian practice course is the main basic skill training course in Russia, which is the core course to cultivate students' speech autonomy. The teaching effect of this course is directly related to the quality of Russian graduates[1]. Classroom teaching organization and teaching methods play an important role in teaching results. Therefore, it is necessary for practical teachers to improve the results of their advanced educational experience and theory at home and abroad, the optimization of educational methods, the improvement of educational results, the continuous improvement of the quality of leadership and the standard of scientific methods to organize classrooms and study.

2. Problems in Russian Teaching

The 21st century is the era of knowledge economy[2]. Education has become the top priority of China's social development. With the development of social economy, foreign language teaching mode is changing. However, only by constantly reforming the traditional teaching mode can we attract the students' attention, improve their interest in learning and improve their learning efficiency.

2.1. Serious Shortage of Russian Professional Hours

This problem is very common. In fact, this is a difficult problem in Russian teaching in all departments of the country. In the past, Russia's national situation was divided into geography, history, humanities, international relations and other fields[3]. But now, as Russia's national conditions, schools are basically named after all schools, and a lot of courses are integrated. Russia's national situation courses, general courses, teachers can use a series. On the other hand, foreign languages, especially brand knowledge of new languages, meet the curriculum requirements to a certain extent. On the other hand, as the number and time of Russian courses are compressed, it is impossible to complete the corresponding education and training from the prescribed courses. Probably. But in the practice of education, facing the difficulties of Russian learning, the knowledge reserve of Russian freshmen is not optimistic. Many students do not know Russian before, do not understand the composition of Russian letters, do not listen to Russian classes, do not take the initiative to report Russian Majors. However, due to various reasons of school relocation, there is still a certain gap in the knowledge structure of these students in Russia, which requires constant

adjustment of spirit in the learning process. In addition, due to the influence of public opinion, the time of freshmen can not be fully allocated. Moreover, the low classroom efficiency directly affects the basic Russian teaching. There are many common problems in the existing basic Russian education model. That underestimates the difficulty of university research. In addition, the atmosphere of university is more free[4]. Many freshmen have enough self-control ability to arrange their study and entertainment time reasonably.

2.2. Teaching Mode

First of all, in the traditional Russian education mode, teachers are often the main role of guidance, and the classroom is mainly explained by teachers, while students' participation is ignored. Because the teacher pays attention to the output of knowledge, the students all remember that the teacher's content is written word for word in the notebook, but the content in mind is very limited. The final analysis is that students accept passively and seldom actively[5]. Then, the teacher's necessary conditions for mechanical completion. Moreover, it is basically limited to teaching and the school itself, and there is no opportunity to communicate with the outside world. Therefore, when students enter the society and really start to work, there will be communication barriers when they communicate with foreigners. In today's society, it is difficult to meet the requirements of Russian talents. Second, the evaluation model of students' ability is relatively single. The University's evaluation of students' achievements can be divided into two categories: the general level and the last academic year. The final score is 60 or 50%. The usual level is based on attendance and assignment completion. The evaluation model is not large. In the final analysis, it is necessary to judge the knowledge quality of students according to the test results. In addition, due to the majority of final examination documents, many students temporarily add enough before the examination. Therefore, it is impossible to test students' mastery of language knowledge only by one piece of test paper[6]. Finally, the content of textbooks is out of date. For a long time, textbooks used in basic Russian courses have existed in the 20th century, and this situation has improved. However, as for the current series of textbooks, although it is a new version, after years of use, outdated content or performance will inevitably exist in textbooks. In addition, with the rapid development of high technology, new words are expressed in Russian in the infinite flow, which can not be included in textbooks in time, so there will be a serious cut-off between students' learning and use.

Table 1 Theoretical model of thinking ability level

Cognition		Personality traits
Skill	Standard	
Analysis (classification, identification, comparison, clarification, differentiation, interpretation, etc.)	Clarity (clarity, accuracy)	Curious (suspicious, inquisitive, studious)
Reasoning (questioning, hypothesis, inference, elaboration, demonstration, etc.)	Relevance (pertinent, detailed and appropriate, clear primary and secondary)	Open (tolerant, respectful of different opinions, willing to correct their improper opinions)
Evaluation (evaluation presupposition, assumption, argument, argument, conclusion, etc.)	Logicity (well organized, well grounded)	Self confidence (believe in your judgment and dare to challenge authority)
	Profundity (with breadth and depth)	Integrity (pursuing truth, advocating justice)
	Flexibility (quick change of angle, skillful alternative use of different thinking skills)	Perseverance (determination, perseverance, not easy to give up)

3. Reform the Traditional Teaching Mode

3.1. Take Students as the Main Body and Enrich Teaching Methods

The traditional teaching mode is still the foundation, but we should strengthen the teaching link

combined with practice, fully mobilize the initiative and enthusiasm of students, from teacher-centered to student-centered, and give the classroom to students[7]. With the development of science and technology, more and more multimedia devices and software can be used in classroom teaching. Students have a better understanding and application of modern science and technology than teachers. Making full use of these auxiliary tools in the classroom will greatly improve students' participation and interest in learning, and improve the content of science and technology in teaching.

3.2. Expand Extracurricular Knowledge and Build a Diversified Assessment Model

Language is a subject that keeps pace with the times[8]. Therefore, in the process of preparing lessons, teachers should actively consult network resources based on textbooks, update a certain number of words according to the theme of each lesson, supplement the contents of textbooks, and make students' learning knowledge keep pace with the times. In terms of training students' practical expression ability, we should improve the proportion of practice in teaching, actively carry out communication activities inside and outside the school, and build a Russian speaking platform for students. Encourage students to actively participate in school, provincial and national activities; actively use the opportunity of cooperation with Russian Universities to encourage students to participate in Russian exchange projects or visits[9]. Let students improve their ability in practice. After comprehensive consideration, we will establish a more scientific evaluation system to meet the requirements of our students. Students will no longer be judged by a written paper about their study and what they know. To evaluate students comprehensively and strengthen the evaluation process. Language assessment can be carried out at any time, and students are unable to develop a more scientific and comprehensive assessment system. Instead of using a single written test to judge students' learning effect and knowledge acquisition. To evaluate students comprehensively and strengthen the evaluation process. Language tests can be conducted at any time, so if students are surprised, they will certainly work harder at ordinary times. The examination is not limited to the test paper, but also can be combined with recitation, speech, drama, oral, film dubbing and other forms. The variety of examination forms enables students to master the language flexibly and make students use the language freely.

4. Enriching the Teaching Mode of Basic Russian

4.1. Application of Multimedia Technology

First of all, the application of multimedia technology can further increase the content of Russian classroom teaching and improve the efficiency of classroom teaching. In the past, Russian teachers often spent most of their time teaching on the blackboard, wasting a lot of teaching practice. However, some teachers only use oral teaching method, which can not make students really understand the content. Using multimedia technology can make teachers more effectively present the Russian phrases and examples that students need to master, which is conducive to improving the classroom teaching content and efficiency, and imparting more knowledge to students in a limited time. Secondly, the use of multimedia teaching is conducive to further stimulate students' interest in learning Russian, mobilize students' enthusiasm in learning Russian, and enable students to actively participate in the learning process[10]. In the basic stage, it is the basic task of Russian teaching to further stimulate and cultivate students' interest in learning Russian, and lay a good foundation for Russian learning in the future. Multimedia technology makes full use of teaching contents such as words, pictures, sounds and animations to form an illustration teaching system and carry out visual teaching in various ways, so that students can learn Russian better on the basis of fully understanding the local natural landscape and customs of Russia.

4.2. The Application of Multimedia Technology is Conducive to Promoting Students' Autonomous Learning

The application of multimedia technology has increased the number of Russian learning

materials and tools, including learning videos. As a result, students can make full use of these multimedia tools for autonomous learning and assisted learning. Then, develop good study habits. The application of multimedia technology improves students' Russian thinking ability. Language is an important means to cultivate students' thinking ability. The application of multimedia technology will create better learning environment and conditions for students and ensure the smooth development of visual education. At the same time, in the classroom, teachers and students need to communicate in Russian. In a word, with the closer relations between Japan and China and the frequent exchanges in various fields, China's social development needs Russian applied talents very much. Middle school teachers can change their way of thinking, adopt reasonable teaching methods, make the most of multimedia technology, quickly grasp the content of teaching materials, and make the most of knowledge.

5. The Application of Multimedia Technology in Russian Teaching

The application of multimedia technology in Russian vocabulary teaching is an important foundation of language learning and an important threshold for students to learn Russian. As long as students master specific vocabulary, they can learn the next course. The application of multimedia technology in vocabulary education can help students understand the meaning of language and deepen their memory. For example, when learning "fish" (P.A), you can put the words next to Xiaoyu to improve students' interest in learning, and you can put the pictures of the words that students remember. Second, the application of multimedia technology in Russian reading education. The development of reading guidance is to further improve reading ability and vocabulary. Russian teaching method has a large vocabulary and a wide range. Traditional teaching methods affect students' thinking ability. With the help of multimedia technology, teachers can help students understand the meaning of various animations or other images to read words. They can help students understand and clarify the methods to solve problems, which is very useful for mastering the important points and difficulties to solve problems. At the same time, teachers can make full use of a variety of context diagrams to connect the information in the text, so that students can understand and master the information more easily.

6. Conclusion

Russian course is the first course to learn Russian. Therefore, how to organize Russian education, mobilize the classroom atmosphere and improve the efficiency of classroom teaching is a problem that all Russian curriculum teachers need to seriously study. In the process of education, according to the psychological characteristics and knowledge reserve of students, timely adjust the guidance mode, continue to innovate, so that learners can learn knowledge happily and enjoy the fun of learning.

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