

Analysis based on the Second Classroom Teaching and Self-Awareness in the College Russian and Its Training Ability

Manping Luo

School of Foreign Languages and Literature Beijing Normal University, Beijing, 100875, China

Keywords: College Russian; the second classroom; self-awareness; training analysis;

Abstract: At present the college Russian based on the second classroom teaching is an important part in the process of learning, it can make up for the loopholes left by the first classroom college Russian. At the same time, it is possible to cultivate students' self-learning ability. However, the second classroom teaching has been improved among the college students which is an extension and supplement of the traditional college Russian classroom and students are the main body to improve the level of Russian teaching and the quality of Russian language learning.

1. Introduction

As an important part of college Russian teaching, the second classroom teaching in Russia cannot only extend and expand the traditional classroom of college Russian, but can also implement the teaching idea of "taking students as the main body". The second classroom teaching of the college Russian is not only aimed at the cultivation of language knowledge skill, but also have the specific cultivation of students' language application ability that is responsible in strengthening the awareness of students' independent learning ability and effectively promoting students to develop a good learning concepts as well as good learning habit. In the process of college Russian teaching, the traditional classroom teaching mode can not be met with the employment needs and the growth of students can not be effectively improve that affect the comprehensive ability and cultural quality of college students, thus building a more complete teaching system.

2. The current situation and problems of the second classroom of college Russian

2.1 Students are not enthusiastic about the second classroom education in college

For the language course of Russian, sufficient communication can improve students' mastery of Russian language. Therefore, the reduction of communication will have a great impact on the progress of students learning. As a result, the quality of teaching cannot be guaranteed. It is even more difficult to teach effectively in limited classroom ^[1]. Most of the schools' in Russia, second classroom teaching is voluntary and most students ignores the second classroom teaching. This phenomenon directly leads to the failure of students' thinking ability and the ability of students to exchange and discuss will also be limited and at the same time, the students will gradually lack the awareness of independent innovation and the ability to acquire knowledge will also be void. Therefore, it is impossible to fully establish students' learning system in Russian.

2.2 Lack of systematicness in the second classroom teaching

For the second classroom teaching at the current stage of college Russian, they still lack the systematic requirements and teaching plans. Therefore, most of the second language teaching in Russia, it is more than difficult and most teachers can only follow the traditional classroom teaching method and extends to the second classroom teaching ^[2]. This makes teachers lack flexibility and communication of teaching experience in the process of teaching and lacks a targeted second classroom teaching mode which has certain influence and hindrance to teaching quality.

2.3 Teachers' reliance on multimedia teaching equipment

In the current information age, some college teachers have become dependent on the application

of multimedia teaching equipment in the second classroom teaching of Russian ^[3]. However, multimedia teaching can enhance students' interest in learning in a short period of time and at the same time increase the vividness of the teaching content in the second classroom of college Russian thereby achieving the rapid improvement of the second classroom teaching effect in a certain period of time, but in the process of classroom teaching and relying on the multimedia teaching mode for a long time will lead to the decrease of communication between teachers and students and the difficulty of communication causing teachers to ignore the problems and knowledge loopholes in student learning ability, which makes it impossible to achieve effective and the desired goals of teaching.

2.4 Most universities lacks the awareness of the second classroom teaching of Russian

The evaluation criteria of the Russian level of students in our country are mostly attached to the Russian level of examination which pays more attention to the teaching and examination results of traditional classrooms, ignoring the importance of the second classroom teaching of college Russian ^[4]. Therefore, most Russian teachers often focuses on the traditional first class and spend most of their energy and time in the teaching of the first class also ignoring the development of the second classroom teaching mode of the college Russian.

3. Analysis base on the Second Classroom of College Russian and the Autonomous Learning Consciousness and Its Ability Cultivation

3.1 Take the students as the main focus of the class

In the current second course of college Russian, the teachers are no longer the main focus of the teaching mode in other that, the students can improve the initiative and autonomy of individual learning through the diversified learning methods in the second classroom teaching, at the same time the students can conduct autonomous learning in multiple choices in the second class and possess the skills of independent learning ^[5]. To enhance the interaction between teachers and students, so that teachers can accurately grasp the progress of students' learning and the level of knowledge they have acquired at any given point in time and timely correct and explain the problems and loopholes encountered by students during their studies.

3.2 Make it Conducive to students to learn independently

The second classroom teaching of college Russian can also establish a new communication system between teachers and students and strengthen the interaction between teachers and students. This is because, the traditional first classroom teaching can not meet with the students' needs in Russian learning. Therefore, teachers should correctly guide students to make adequate use of the first Second and the classroom study in time in other to enhance the self-learning to further meet the students' learning needs and learning loopholes ^[6]. In addition, during the second classroom learning process, teachers should adopt a relaxation policy to eliminate students' tiredness of learning and promote students' initiative and enthusiasm for Russian learning.

3.3 Conducive to innovative teaching mode and teaching system

Through the second classroom teaching mode of the college Russian students, the teachers are no longer boring to impart knowledge in the daily classroom learning, Instead they teach students to develop accurate self-awareness and cultivate students language practical ability, under the development of the second language teaching mode of the college Russian as well as the teaching environment and teaching mode are no longer confined to the classroom space. Thus, the teaching mode of the college Russian can build through the transformation and innovation can give the study environment a new teaching system to enhance students' interest in learning.

3.4 Correctly guiding students to establish a good learning attitude

The college Russian teachers should make adequate use of the advantages of the second classroom teaching giving full play to their flexible characteristics and guide students to establish a

good learning attitude and learning awareness. In addition, teachers also need to provide guidance and help the students' to cultivate the Russian learning interest, so that the students can quickly form a good sense of self-awareness and autonomy, thus realizing the students' mastery and application of Russian knowledge. Thereby the students' attitude towards Russian learning will directly affect the efficiency of positive learning and that the attitude of learning can accelerate students' understanding and conducive enough to students' rapid learning efficiency.

3.5 Organizing diverse Russian second classroom teaching activities for students

In the process of teachers' traditional first classroom teaching, some students may not be able to master the knowledge immediately. Therefore, teachers should fully utilize the Russian second classroom teaching platform to enable the students deepen their understanding of Russian knowledge, in addition to the knowledge gained, teachers can also organize diverse Russian activities for students, such as: Russian speaking lectures, Russian promontory, English film dubbing activities, Russian broadcasting clubs and other diverse Russian activities, enriching students' second language teaching in Russian, giving the students' enthusiasm and autonomy in Russian learning to the greatest extent. To also create a good learning atmosphere in other for students to timely consolidate the Russian knowledge that they have learned in the classroom and improve students' speaking practice ability and also further enhance students' autonomy and enthusiasm for Russian learning.

4. Conclusion

The development of the second classroom teaching mode of the college Russian is different from the traditional Russian teaching mode through the guidance of the students' self-learning and the training of the second classroom teaching, making sure the learning needs of all aspects of the students are satisfied. Thereby realizing the innovation and reform of the college Russian teaching system, so as to achieve effective improvement of teaching quality and the second classroom teaching of the college Russian can also achieve the complementary effect on the teaching of the first classroom learning.

References

- [1] Li Xuefeng, Hu Hua, Zhang Ping. "Second Classroom" Activities and College Russian Listening and Speaking Teaching--Based on the Analysis of the Status Quo of Russian Teaching in Independent Colleges[J]. Journal of Education, 2015(31): 114-115.
- [2] Lou Xiaoxing, Exploring the Improvement of Students' Independent Learning Ability through the Second Classroom Activity of College Russian [J]. Liaoning Economic Vocational and Technical College • Journal of Liaoning Economic Management Cadre College, 2018, 39(3): 102-103.
- [3] Ma Haixu, Guan Meiqi, Li Qi. Innovative College Russian Second Classroom Construction Based on Traditional Community Fusion Information Technology [J]. Knowledge Economy, 2017(24): 162-162.
- [4] Ma Haixu, Xiao Huiwen, Wang Yining. Innovative University English Online and Offline Classroom Exploration [J]. Modern Communication: Academic Edition, 2017(24): 176-176.
- [5] Chu Xizhi. Using the Second Classroom Activity of the College Russian to Cultivate Students' Self-learning Ability--Taking Xi'an Aviation College as a Case Study [J]. Knowledge Window (Teacher Edition), 2016(10): 4-5.
- [6] Li Xuefeng, Wang Guihui, Hui Shijing. Russian Language Study Group and Independence College Learner Initiative Research--Based on the Practice of University Russian "Second Classroom" [J]. Science and Education Wenhui (Zhong Lili), 2016 (2): 118-119.