

Research on the Assessment and Reform of Professional Core Courses Based on Cultivating Applied Russian Talents

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Abstract: The reform of the curriculum, classroom teaching and evaluation (course assessment) of foreign language talents in the new era has received much attention and research. The reform of the curriculum system, classroom teaching to teaching evaluation (course assessment) has received the attention and research of many institutions and scholars. The three major platforms of university-enterprise cooperation, interaction between academic and research institutes, and university-local cooperation should be set up for professional development. The university has to build up three major platforms for cooperation between the university and enterprises, interaction between learning and research, and cooperation between the university and the local community. The university is also working on the construction of a specialization, the implementation of the core curriculum assessment reform, and the cultivation of applied Russian language talents for the construction of Hainan Free Trade Port.

1. Introduction

Under the background of the new era, the training program based on OBE concept is reconstructed, and the reform of curriculum system, classroom teaching and teaching evaluation has attracted the attention and research of many universities and scholars. The implementation of achievement-oriented education is to achieve the goal of talent training, so that the educated through professional training, after the expected results. The core of achievement-oriented teaching design is reverse design, which takes the ultimate goal as the starting point, reverse curriculum design and carries out teaching activities. The starting point of teaching is not what the teacher wants to teach, but what he needs to achieve the final results. Professional classroom emphasizes independent learning, fully mobilizes students' subjective initiative, and teaching is effective learning. Learning content, learning approach, course assessment, and student-centered classroom teaching reform, teaching content is selected according to the talent training goal, and the focus of evaluation is students' learning effect and performance.

Majors should build three platforms of university-enterprise cooperation, school-research interaction, and school-local cooperation, develop application-oriented courses, application-oriented teaching team, international professional practice base, and academic collaborative platform.^[1]

The research and demonstration of the applied talent training program adhere to the "student-centered" school philosophy, from the training of serving social students for the need, determining the objectives, specifications and requirements of talent training and adhere to the "output orientation" to construct the curriculum system with the construction idea of "curriculum map" and "matrix map" and fully carry out the Russian industry demand, university Russian major, Russian graduates research. According to the skill requirements of the industry or job group, building courses with "competence as the core" should adhere to the principle of "continuous improvement" and fully understand the requirements of graduates, social employers, should build a curriculum system for quality improvement and adhere to highlight the characteristics and advantages.^[2] The advantages and characteristics of the professional school being embodied in the curriculum can improve students' competitiveness. Striving to achieve in-depth industry research, graduates are promoted to research on the related universities and the related professions, on the basis of a comprehensive grasp and analysis of market demand, having "entrepreneurial thinking" and "global vision" to find out the professional talent training corresponding "minimum standard" and "highest post standard", finding professional personnel training, student demand, market demand "combining site", and analyzing professional core competitiveness, determining the talent training goals and standards.

2. Analysis of the current situation and development of the Russian language profession in the "post-epidemic" period

Main industry research mainly for the application of Russian professional employment, choose a representative enterprise, and several positions of typical tasks and work process research, extract typical tasks and analysis, understand the enterprise of graduate knowledge, ability, quality and evaluation of talent training advice, clear the change of the talent training target requirements.

After full investigation and demonstration, in the post-epidemic period, the demand for Russian talents in China and Russia (especially Russian tourists to Hainan), business (economic and trade exchanges of Belt and Road Russian countries) and translation industries will be as current, and the number of demand in some fields will surge. The elective courses of foreign tourism, international business and translation in the senior level are in line with the demand for Russian talents in the post-epidemic period.

The latest result of this industry demand survey is the large demand for Russian talents in the cross-border e-commerce industry (for Russia) in the post-epidemic period. As an important way for domestic enterprises to go abroad, cross-border e-commerce has been strongly supported by national policies. Foreign trade, as one of the important parts of China's economic growth, foreign trade is undergoing new business changes with the continuous popularization of the global Internet. Traditional foreign trade services are evolving to comprehensive cross-border e-commerce, and cross-border e-commerce is becoming a key way for China's import and export trade. In this context, the Chinese government aims to support the cross-border e-commerce industry through a series of policies.

In addition, the enterprise that the comprehensive quality of the Russian graduates is active, hardworking and hard-working; the main professional ability of the Russian graduates is the ability and plasticity, hardship and hard work. Enterprises believe that the lack of Russian graduates ability is mainly Russian oral communication ability (telephone, face to face communication), etc.; the lack of working experience, lack of Russian professional basic knowledge is not solid. From the perspective of business work, the important language courses are mainly spoken language, etc. When recruiting employees, the professional qualification certificates are Russian or translation certificates. The enterprise is willing to cooperate with higher vocational colleges in building

practice training and training base.

3. Analysis of the cultivation of talents of the same major in universities

In order to do more researches on Russian professional and cultivate applied Russian talents of typical colleges and universities, professional personnel training items should be fully understood, and the schools applied Russian professional setting and admissions employment situation, training objectives and specifications, training mode, curriculum, school arrangement, teaching staff, practice, teaching facilities, teaching management and evaluation status, the integration and international exchanges and cooperation should also be in-depth understood.

The school pays attention to the improvement of Russian Chinese comprehensive application ability and professional skills, and the training of quality, ability and knowledge matching with the post group needs to be strengthened and more targeted. Due to the lack of real double-qualified teachers, practice and training are mere formality, so it is difficult to achieve the training objectives and training specifications in real teaching. Russian graduates should emphasize the practical ability; the weakest ability, and the ability is mainly Russian Chinese oral communication ability (telephone, face to face communication), Russian word processing ability (letter, mail), etc.

4. Research and analysis of Russian language graduates

Mainly for Russian graduates employment requirements and students to the school teaching problems feedback design questionnaire, We should research on Russian graduates, widely understand the distribution of graduates, graduate employment situation and social talent demand data, understand the graduates training objectives, curriculum, teaching effect and training form of feedback and advice. We should understand the deficiencies of students' own ability found in the actual work and analyze the actual needs of professional positions, and correct the objectives and content of professional talent training. The industries of graduates are widely distributed, of which sales enterprises account for 16.34%; foreign trade companies account for 11.83%; Besides, graduates are scattered in overseas customer service, civil aviation and railway services, administrative secretarial and human resources, education and training, Internet IT, etc. It can be seen that with the development of "Belt and Road", the employment field of applied Russian major graduates tends to diversification and all-round penetration. Industry coverage of Russian graduates, of which Russian translation only 9.3%; foreign trade salesman only 8.45%; other positions include domestic trade salesman, customer service, aviation and railway attendant, travel agent, real estate consultant, administrative assistant, accounting assistant and cashier, insurance recommendation, etc., some graduates start their own business.82.54% of the graduates believed that the ability to be strengthened in school is Russian Chinese oral communication ability (telephone communication, face-to-face communication); 55.49% considered business adaptation and practical ability (such as correspondence, negotiation, sales, software use, etc.).71.55% of the graduates considered basic Russian; 61.41% considered Russian speaking; 50.99% considered Russian translation; 42.54% considered business (trade) Russian. For the most needed improvement in professional teaching, 73.52% of the graduates believe that practice and practice are not enough.84.51% of the graduates think that the certificate helpful for employment is Russian grade certificate (grade 4, level 4 and 6); 58.87% think the college English level 4 and 6 certificates; 41.97% think the Russian tour guide certificate.

5. Feasibility analysis against the National Standard and the "New Arts"

The new national standard advocates condensing the professional characteristics, repositioning

the type of talent training, confirming the talent training mode, and taking serving the regional economic development and the national strategy towards Russia as the talent training goal.

"Comprehensive quality and ability", "serving the national and local economy", "having social responsibility", "China's foreign exchanges", "practical ability" can be added.^[3]

The length of schooling can be modified to "3-6 years".

A flexible credit system can be tried to encourage students to choose minor courses.

The requirements of "Chinese feelings", "social responsibility" and "cooperative spirit" can be added to the quality requirements.^[4]

Chinese feelings and social responsibility can be completed in public courses and general core education courses, and "cooperation spirit" can be completed through all curriculum systems, such as group work in small class teaching.

The knowledge requirements of "familiar with Chinese language and cultural knowledge" and "basic knowledge of humanities and social sciences and natural sciences" can be added.

Knowledge requirements can increase "critical thinking ability", "independent learning ability", application ability of tourism Russian, foreign public relations and business Russian; and basic ability of foreign English.

"Social practice" and "international communication" can be added in the practical teaching link.

The professional knowledge practice in the original talent training program can be adjusted to social practice, and the corresponding social survey and other activities should be completed according to the requirements of the professional instructor and the social practice link can be increased alone either.

The new liberal arts does not fundamentally deny the traditional liberal arts, it continues to deepen on the original basis, to the direction of depth development. We often mention "liberal arts" to start from the following dimensions. One is in the college entrance examination and we talk about the science corresponding to each other. Among them, the liberal arts subjects mainly include geography, history, politics, the subjects of science mainly refer to physics, chemistry and biology, and other subjects, such as fine arts, music, physical education, etc., are the basic categories of art subjects. Second, the connotation of liberal arts corresponds to the "practical science", which mainly refers to the history, literature, language, philosophy and other fundamental disciplines. Third, in higher education, there is a kind of disciplines collectively known as philosophy and social sciences, which mainly refer to some humanities disciplines. Simply put, they can be divided into two categories, one is social sciences, the other is humanities. Among them, the former mainly includes management, law, economics, education and so on. The latter mainly refers to art, literature, philosophy and so on. "New liberal arts" is relative to "new science" "new engineering" "new agriculture" "new medical", it is actually the abbreviation of new philosophy and social science. In terms of subject classification, Russian language and literature belong to the "second-level discipline" of "foreign language and literature"; it is the "Russian" major under the category of "literature".

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