

# *Research on the Development Path of Russian Teaching Innovation in Newly-elevated Undergraduate Colleges in Contemporary Old Industrial Bases*

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**Abstract:** In today's increasingly close social interactions, foreign language teaching has become more and more important. The newly promoted undergraduate colleges in the old industrial bases are a new topic in the development of foreign language teaching. This paper analyzes the teaching principles and working methods of the old industrial bases and introduces the teaching of the newly promoted undergraduate colleges and the primary stage of Russian in the old industrial base. Combine. This has very important practical significance for the new method of teaching Russian primary stage.

## 1. Introduction

Today, with the rapid development of society and the increasingly close human social interaction, foreign language teaching has attracted more and more attention. China is a country that values foreign language teaching and has established foreign language classes very early. Russian teaching has a long history. So far, Chinese Russian teaching has a history of 236 years. Chinese Russian teaching has considerable independence. It uses textbooks written by its own country, its own outline, its own training objectives, and its own testing system. Any teaching method applied in Russian teaching must take into account the characteristics of Russian teaching in China and the specific conditions of our society. We will transform the advanced teaching methods of the West to adapt to the Russian teaching profession in China, and it will be practical for us to take the outside world. The teaching method is specifically applied to the teaching of Russian in our country<sup>[1]</sup>.

## 2. Principles and characteristics of the teaching of new undergraduate colleges in contemporary old industrial bases

The old industrial base refers to the method of using traditional means to stimulate the individual's psychological potential and improve the learning effect. This teaching theory was founded by the Bulgarian psychotherapist Georgi Lozanoc in the 1960s and 1970s, also known as the "Lozanof teaching method", which is mainly used for language teaching. The working principle of the suggestive method that affects the effect of foreign language teaching mainly includes the following points.

## 2.1 Students must have self-confidence, happiness and not nervous

In general, the level of intelligence of most people is the same, and the outcome of learning is determined by both intellectual and non-intellectual factors. Emerson said: "Confidence is the first secret of success." Establishing self-confidence can have motivation in learning. A person with confidence can turn a small person into a great one, and a mediocrity is a miracle. "Being born to be useful", building self-confidence is the first step in learning Russian, as shown in Figure 1 below is the traditional teaching method of the old industrial base:

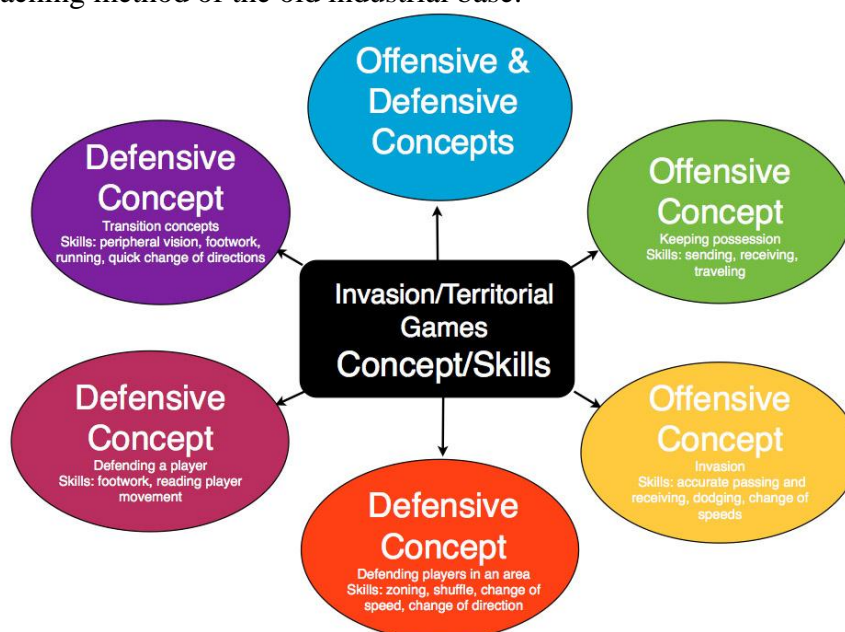


Figure 1: Traditional teaching methods in contemporary old industrial bases

As shown in Figure 1 above, happiness is a psychological relaxation and learning without tension such as fear, tension, fatigue, boredom or excitement. If you want to improve the efficiency of your students' learning, you should actively work hard to eliminate the bad state of the students, so that students can achieve the desired results when they are studying in a good state<sup>[2]</sup>.

## 2.2 Emotional regulation and rationality, unconscious adjustment and conscious

Emotion is a part of the whole attitude. It is in harmony with the inward feelings and intentions in the attitude. It is a physiologically complex and stable physiological evaluation and experience of attitude. Reason is the ability of one to recognize, understand, think, and decide or to discriminate between non-interest and control. Emotion is the external manifestation of attitude, and attitude is the key to determining whether something can be successful. The pros and cons of learning attitude directly affect the quality of academic performance, and rationality is the ability to control one's behavior. Only a good learning attitude can be binding on self-learning. Consciousness is the only part of the mind that can be directly perceived by the individual. The psychologist Jung believes that it appears in the early stages of life and may even be born before. This shows that the impact of consciousness on human beings is far-reaching. Let the unconscious adjustment consciously be a combination of linguistic and non-verbal communication, cerebral shallow cortex and deep cortical activity of the brain, physical and psychological effects, rationality and emotion<sup>[3]</sup>.

## 2.3 Setting up the scene, using communicative exercises

Scenario teaching is to simulate real life, create scenarios, provide an environment and atmosphere for communication in Russian, and conduct language communication training in a hypothetical environment. Although this is not true communication, it helps students gain real communicative skills. In the teaching, whether it is a single vocabulary teaching or a logical dialogue or narrative, the language can be made more vivid by means of the set scenes, so that the previously boring words can be explained and the sentence patterns can be vivid and active. The atmosphere is carried out. One of the purposes of Russian teaching is to enable students to use Russian to communicate. Setting up a scenario is the best way to develop students' oral and communicative skills. Setting up a scenario, using communicative exercises, allows students to quickly master pure Russian communicative vocabulary and sentence patterns.

## 3. The teaching process of contemporary old industrial bases

### 3.1 Preparation stage

Before introducing the content of the study, the teacher first creates an atmosphere conducive to learning. At this time, the teacher is required to pay attention to the students with a calm, expectant attitude and a warm speech. Before the lecture, the teacher can use *Добрый день! Or Здравствуйте!* Waiting for the greetings to the students, after further responses to the students, you can further ask *все пришли?* Such an approach is a happy and not a manifestation of the first point of the working principle of the old industrial base. The purpose of this is to make positive hints through the authority of the teacher, the appealing, honest and frank image. Overcoming bad conditions awakens students' subconscious minds.

### 3.2 Lecture stage

In the teaching stage, including initiative suggestion or active music lessons and passive hints are virtual music lessons or passive music lessons. In the Russian class, the teacher visualizes the word design into a performance with pictures, or writes the text of the language teaching in the form of “curtain”. The foreign language is written side by side with the mother tongue, as shown in Figure 2:

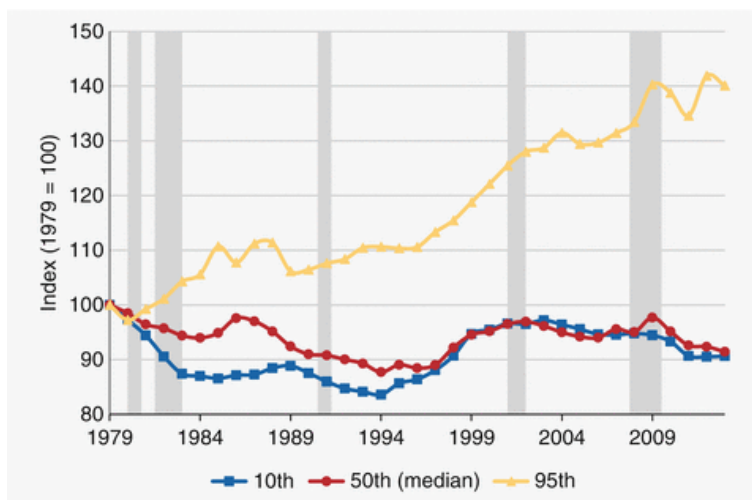


Figure 2: Statistics on the quality of Russian teaching in the newly promoted undergraduate colleges in the old industrial base

As shown in Figure 2 above, we take Урок 2 in the seventh volume of the People's Education Press (1), and in the process of teaching, the words in this lesson are made into ppt form, and one word is made into a ppt. With the nouns рот, стол, стул, нос, зуб(зубы), лампа, доска, парта, класс, окно, карта, книга, картина, нога, глаз (глаза), губы, рука, etc., teachers need to find these. The picture of the noun is inserted into the ppt, with the Russian word and Chinese meaning attached.

#### 4. Conclusions

Although the old industrial base is a relatively advanced teaching method, it has certain limitations on the accuracy of developing students' language. Therefore, if necessary, other methods should be used in conjunction with implied teaching to make language learning and grammar learning complement each other. At the same time, not every lesson has to be repeated using a program that implies complete teaching, but depending on the goals, conditions, and circumstances. The combination of a variety of teaching methods and ultimately integrated in the classroom practice, so that students' learning efficiency is improved, is the goal pursued by educators for life, suggesting that the essence of many theories and practices in teaching is worth learning.

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