

Research on the Application of Mixed Teaching Mode in College Russian Teaching

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Abstract: College Russian is aimed at the compulsory courses offered by first-year and second-year students of non-Russian majors. The study found that students' learning and understanding of Russian did not reach the expected value of teachers, and because of the disconnection between classroom teaching and extracurricular teaching, it would have a negative impact on the quality of Russian teaching. In order to solve this problem, a mixed teaching mode can be used for college Russian teaching. This paper expounds the concept of mixed teaching mode, analyses the advantages of using mixed teaching mode in college Russian teaching, and studies the application mode of mixed teaching mode in college Russian teaching.

1. Introduction

In recent years, while the process of economic globalization has accelerated, economic cooperation and cultural exchanges between countries have increased, and the mixed teaching model has also been applied in college education in China. The use of this kind of teaching method in Russian teaching can not only improve students' classroom learning effect and learning efficiency, but also strengthen communication between teachers and students, and create an equal and harmonious teacher-student relationship, which is of great significance for students to learn Russian knowledge.

2. A brief introduction to the basic situation of college Russian teaching

In the non-Russian professional teaching plan of the college, the college Russian is a public foreign language class, which is a compulsory course and an examination course for both first-year and second-year students. In the "Russian Syllabus", it is clearly stated that the main purpose of college Russian language teaching is to improve the reading ability of college students. At the same time, college students also need to have the ability of listening, speaking, reading and writing in Russian, and can communicate in Russian. In the course of teaching "College Russian", it is necessary to ensure that college students can master basic Russian knowledge, master foreign language learning methods, improve students' cultural accomplishment, and lay a solid foundation for students' future study and work. The "College Russian" course is aimed at non-Russian undergraduate first-year and second-year students, with a total of 280 hours and 16 credits. The "College Russian" course is divided into four semesters and four hours per week. The "College

Russian" course has a total of 4 teaching materials. Each semester has one textbook, and each volume contains 10 hours of teaching content. At this stage, most of the universities that offer "College Russian" courses in China use the "New College Russian Comprehensive Course" as a Russian textbook. At the same time, the main selection of "College Russian four-level simulation test", "College Russian Writing Essentials", "College Russian Level 4 Exam Simulation and Guidance" as teaching reference materials. The "New College Russian Comprehensive Course" is selected as the Russian textbook. In the teaching process, each lesson needs to include the following contents: First, the reading part mainly includes new words, key words, vocabulary exercises, text exercises, grammar, etc. kind of content; secondly, listen and speak part. It mainly includes listening and speaking materials and listening and speaking exercises; again, the writing part; finally, the subject vocabulary. Teachers need to control the teaching tasks of each lesson in 7 hours. Since each lesson contains rich teaching content and teaching tasks, teachers may not be able to complete teaching tasks in a limited classroom time. Therefore, students need to use their spare time to complete some Russian knowledge learning. In order to ensure the self-study effect of students in their spare time, teachers need to study in depth which part of the task is arranged as a self-study task, and what kind of learning method the students use.

3. Mixed teaching model concept

The focus of the mixed teaching model is mixed learning, which refers to the teaching method that combines the advantages of online teaching and traditional teaching. The combination of the two teaching methods can stimulate students' enthusiasm for learning and guide students from shallow to deep learn. In short: at the right time, the right person chooses the most appropriate way to learn. From the perspective of teaching, the mixed teaching mode is a combination of face-to-face classroom learning and digital learning. According to the actual problems and requirements, the most appropriate way to solve the problem is the central idea of the mixed learning mode. When teachers use the mixed teaching mode to teach, they need to use different media and information transmission methods to solve the corresponding problems. Which standard is used to solve the problem is the best way to get the maximum effect at the lowest cost. The mixed teaching mode can integrate the advantages of classroom teaching and online distance learning, which can combine face-to-face teaching methods and online learning methods to reduce learning costs and improve teaching effects. In the traditional teaching method, teachers are the center of the whole teaching activities, and teaching activities are carried out around imparting knowledge. The traditional teaching method can give full play to the leading role of teachers, and the teaching efficiency is high. However, the use of this type of teaching does not fully play the role of the student's learning subject, and the teaching resources are not rich. The teaching efficiency and teaching effect are greatly influenced by the teacher's teaching ability and comprehensive quality level. Online learning behavior will take students as the center of this learning activity, mainly using computer communication technology and multimedia technology to achieve communication between teachers and students, and the teaching resources are very rich, students can obtain relevant teaching resources anytime and anywhere. The main disadvantage of this type of teaching method is that teachers can't fully play their role, and students' learning ability and thinking ability level will affect their learning effect. The mixed teaching model combines classroom instruction with the resource classroom and combines the two classrooms. In classroom teaching, teachers need to pay attention to the status of students as the main body of learning, and need to explain relevant knowledge for students; resource classroom refers to students need to make full use of computer communication technology, multimedia technology, and obtain relevant resources according to their own learning needs.

4. Advantages of adopting mixed teaching mode in college Russian teaching

Improve the fun of teaching. The use of a mixed teaching model in college Russian classroom teaching can enrich the teaching content and make the boring teaching class more interesting. Teachers can use multimedia courseware, computers and other teaching resources and auxiliary equipment in teaching, so as to enhance the interest of college Russian teaching, which is of great significance to stimulate students' enthusiasm for learning and improve students' Russian level.

Make full use of students' spare time. In the college Russian teaching, the mixed teaching mode is used, students can learn and understand Russian knowledge in their spare time, and then improve their Russian speaking ability and Russian communication ability, which is very important for students' later learning. The Internet platform has rich teaching resources. Students can select the appropriate Russian listening materials according to the guidance of the teachers and study in the spare time. At the same time, students can communicate with teachers through multiple online platforms and communicate with foreign friends, which is an important driving force for students to learn Russian knowledge. A variety of learning styles can enhance students' interest in learning and improve their Russian language skills through continuous practice.

To achieve the goal of teaching students. The use of a mixed teaching model in college Russian teaching can achieve the goal of teaching students in accordance with their aptitude and enhance their ability to innovate and create. Because the mixed teaching mode needs to teach students Russian in the classroom teaching and online teaching methods, students can collect relevant learning materials through the network according to their own knowledge of the knowledge, and discuss with classmates. At the same time, students can also communicate with teachers about their own problems in self-study, and teachers will answer them. Using a variety of learning methods, students can choose self-study resources according to their own learning needs. The use of a mixed teaching model not only enhances students' thinking ability, but also enhances students' innovative ability and cultivates talents with innovative ability and creative ability for the society.

5. The application of mixed teaching mode in college Russian teaching

In order to apply the mixed teaching mode reasonably, it is necessary to subdivide the contents of the college Russian textbooks, some of the knowledge adopts the classroom teaching method, and some of the knowledge uses the resource classroom teaching method. Specifically: in the classroom teaching, the teacher needs to explain some words, texts and grammar for the students; in the resource classroom teaching, the teacher needs to explain the listening and speaking part, the writing part and the subject vocabulary part for the students. In the teaching process, teachers can use the following methods:

Application of mixed teaching mode in teacher classroom. In the process of classroom teaching, teachers should pay attention to the subject status of students, and teachers should guide students to study scientifically. In the teaching process, teachers need to give full play to the positive role of their learners, guides, and helpers. Through the learning methods such as situations and cooperation, teachers should stimulate students' interest in learning and give full play to students' subjective initiative, thus enhancing the teaching effect. Teachers can explain words, texts and grammar to students in a variety of ways.

Ways to use word teaching. Students are required to prepare for the study of Russian words. In classroom teaching, teachers need to ask questions to check whether students are pre-reading words as required. Teachers need to explain important vocabulary for students, and the vocabulary practice tasks are completed by the students themselves. Teachers also need to summarize and evaluate the mistakes students make in vocabulary exercises and provide guidance to enhance

students' understanding of words. Individual questions that arise in the vocabulary practice of some students can be explained through the resource classroom students. Teachers can create certain teaching situations and explain the key Russian vocabulary to students through situational teaching methods. This kind of teaching method can stimulate students' enthusiasm for learning. Teachers can create teaching situations in the following ways: (1) Create teaching situations through illustrations. Teachers can set corresponding illustrations according to the key words in the teaching, describe these illustrations, and ask corresponding questions. Teachers can lead the key words in this way, thus stimulating students' enthusiasm for learning. (2) Create a teaching situation through the problem. Teachers can create teaching situations through relevant problems and guide students to solve these problems on their own. In this process, they can not only stimulate students' interest in learning, but also develop students' thinking ability and self-learning ability. For example, in Russian, "feather" also has the main reason for the meaning of "pen tip" is that ancient western countries used goose feathers as writing pens. Before explaining the word for the students, the teacher must indicate to the students that the word "feather" is polysemy and ask the students: What is the meaning of the word "feather"? Teachers can use this question to guide students to guess another meaning of "feather". (3) Teachers can create teaching situations using a variety of equipment and multimedia. Teachers can use a variety of devices such as cameras, computers, projectors, VCDs, etc., to stimulate students' interest in learning. In addition, teachers can explain a variety of Russian vocabulary learning methods such as word formation analysis strategy, summary analysis of affix meaning strategy, etymology traceability strategy, Russian-Chinese pronunciation comparison strategy, etc., which is of great significance for students to learn and master Russian vocabulary.

The way of teaching text is chosen. When teachers explain Russian texts to students, they not only need to arrange students to read the text independently, but also need to use a combination of reading and meditation, language knowledge and reading skills to combine teaching, so as to improve teaching efficiency and teaching effect. In order to ensure the teaching effect, teachers need to ask text-related questions before the teaching, and guide students to solve these problems in reading. Teachers can also assign tasks to students, and there is a certain amount of time in the classroom for students to read the language. Students can read the text in silent or skimming. After the students have finished reading, the teacher can ask more in-depth questions, and then the students will scan the text to solve the problems raised by the teachers. After the students answer the teacher's questions, the teacher needs to evaluate whether the students' answers are correct, and summarize and summarize the various reading methods and ways to find keywords. Teachers need to ask questions and evaluate the key words and sentences in the text. In addition, the teacher can write multiple prompt words on the blackboard, and the students can repeat the text according to the prompt words. The above methods can be used to enable the teacher to understand the mastery of the text.

Ways of using grammar teaching. Inductive methods can be used when teachers explain Russian grammar to students. When teachers use inductive teaching, students can first understand the sentence containing a certain grammar, and in the teacher's guidance, study the characteristics of the sentence, and summarize the grammar rules, after which students can practice according to their summarized grammar rules. In this way, students can truly master the grammar rules.

When teachers use inductive teaching, the following methods can be used: First, teachers need to create teaching situations and propose examples; secondly, students need to observe in the teaching situation and understand and understand the grammar rules of the example; third, teachers need to guide Students analyse and study the example sentences and summarize their grammar rules. Fourth, teachers need to summarize and evaluate whether the grammar rules of the students are correct, and supplement the grammatical rules that are not complete. Finally, the students practice the grammar

rules themselves. Check that the student is correctly mastering the grammar rules. For example, when teachers explain the grammatical rules of “adjective comparison level” for teachers, teachers can play multimedia courseware to make students understand the “adjective comparison level” grammar rules. The teacher can choose to have two pictures of oranges, and the size of the two oranges is different. The teacher can use the picture to propose the example sentence "This orange is smaller than the orange." After many examples of teachers, students can master the "adjective comparison level" grammar rules. Students can practice the “adjective comparison level” grammar rules in their spare time.

Application of mixed teaching mode in resource classroom。Resource classroom refers to students who can use the Internet to collect learning resources in their spare time, and view teaching resources according to their own knowledge. When encountering problems, they can communicate with teachers through various methods such as QQ and WeChat. In addition, students can conduct self-evaluation on the online platform to detect whether they have mastered Russian knowledge. This is of great significance for students to understand their own deficiencies and conduct targeted learning. In order to ensure that students can successfully access Russian learning resources, colleges and universities need to save network resources to the school's network resource platform, and set up multiple sections of Russian songs, movies, etc. Students can learn Russian knowledge by listening to songs and watching movies. At the same time, in order to ensure that students can correctly apply the network resource platform for learning, the school needs to arrange a dedicated person to manage the network resource platform, and record the student usage. The teacher needs to strengthen the examination of the students' Russian communication ability and Russian grammar, and assess the self-study effect of the students.

6. Conclusion

In short, many universities in our country have chosen a mixed teaching mode in Russian teaching. This teaching mode absorbs the advantages of the traditional teaching mode. The mixed teaching mode not only enriches the Russian teaching mode, improves teaching efficiency, but also improves students' comprehensive learning abilities, which is of great significance to students' future study and work. The use of a mixed teaching mode for college Russian teaching can stimulate students' enthusiasm for learning and give full play to students' subjective initiative, which is very important for improving the quality of college Russian classroom teaching.

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