

# The Construction and Evaluation of Russian Intelligence Classroom Teaching Mode under the Background of “One Belt and One Road”

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**Abstract:** the Reform of Hybrid Russian Translation Theory and Practice Course Based on Internet Intelligent Teaching Platform and Internet Resources is Conducive to the Cultivation of Russian Translation Ability. the Students' Language Contrast Thinking and Translation Awareness Have Been Greatly Improved. Their Ability to Understand Polysemous Words, Sentence Structure Analysis, and Cultural Phenomena in Translation Has Been Significantly Enhanced, and Their Participation in Translation Practice Has Been Significantly Improved the Mood is Obviously Reduced, and the Teaching Reform Achieves the Expected Effect.

## 1. Introduction

Traditional Translation Teaching Methods Have Been Unable to Meet the Real Demand of Translation in Society, and Can Not Effectively and Effectively Improve Students' Translation Ability. the Blended Translation Teaching with the Characteristics of “Internet +” Can Completely Renew Teaching Concepts, Provide Online Teaching Platform and Create New Teaching Interaction Mode, So as to Improve Assessment Methods, Enhance Students' Translation Level and Improve Teaching Effect. .

## 2. Hybrid Teaching Reform of Russian Translation Course Based on “Internet +”

Based on two consecutive years of teaching practice, based on the “Internet +” background, this paper explores the mixed teaching reform measures and achievements of the Russian translation theory and practice course[1]. The teaching process shows that through the renewal of teaching concept, the reconstruction of teaching system and teaching and assessment system, the overall teaching effect, students' learning effect, teacher-student interaction and the improvement of students' translation ability have achieved good results.

Table 1 Investigation Results of Teaching Effect after the Application of Intelligent Mixed Classroom Teaching Mode of Russian in University

Questions/Options	Agreed / satisfied	Quite agree / satisfied	Uncertain	Disagree / satisfied
Grasp of basic knowledge	65%	22%	13%	0%
Ability of verbal communication	51%	23%	11%	15%
The ability of knowledge integration	58%	26%	12%	4%
Information technology literacy	66%	31%	3%	0%
Ability to explore independently	49%	30%	12%	9%
Degree of knowledge understanding	74%	6%	16%	4%
Depth of thinking	30%	33%	20%	17%
Interest in Blended Learning	75%	18%	7%	0%
The efficiency of Blended Learning	65%	11%	10%	14%
Mode acceptance attitude	86%	10%	4%	0%
Total specific gravity	62%	21%	11%	6%

## **2.1 Internet Based Hybrid Teaching Concept and Platform Building**

Hybrid teaching is based on information and network technology, through pre class guidance, online autonomous learning, key and difficult points in class explanation, online and offline in-depth discussion, process assessment and other ways, to change the traditional mode of “teacher based teaching” to the mode of “student based autonomous learning”.

## **2.2 Mixing Traditional Classroom Teaching with Internet Teaching Tools and Resources**

With the advent of the “Internet plus” era, the concept of blended teaching has evolved from “the combination of online teaching and face-to-face teaching” into a teaching situation based on the combination of mobile communication equipment, network learning environment and classroom discussion. From the teaching process, [2]”Internet + education” can transform students' learning from original single classroom teaching to classroom teaching plus network teaching, and realize the extension of teaching space and time. Modern network and Internet technology can build a friendly and realistic learning environment for teaching, and provide rich image teaching resources, diverse knowledge acquisition channels and diversified teachers. Students' interactive communication.

## **3. Intelligent Teaching Platform Based on Internet**

In order to ensure that students have enough time to report, discuss and communicate with teachers, the popular interactive teaching software “rain classroom” is introduced. Through the timely feedback of “rain classroom” data, it improves the past managers' difficulty in fully understanding the teaching, teachers' difficulty in fully understanding the students' difficulties, and can more diversified evaluation, and track the quality of talent training throughout the process[3]. It has created an all-round interactive learning environment before class, during class and after class, completely changed the traditional teaching mode limited to the classroom, partially solved the problem of insufficient class hours in translation course, and better exercised the students' self-study ability. The most important thing is that through the use of “rain class” software, the continuous collection of teaching process and result data has been realized, forming “teaching is big” Data “can help teachers to” teach “more accurately and guide students to” learn “more excellently. A teaching mode of omni-directional interaction, data control and accurate feedback has been initially established, which better realizes the goal of” mixed “and efficient teaching.

### **3.1 Teaching Resources Based on Internet**

Based on the teaching objectives, students should not only master the relevant theoretical knowledge and basic translation skills, but also have the ability of “translation technology” and the awareness of “translation resources” based on the Internet. We give the course more “Internet” attributes[4]. In the teaching process, we have introduced a variety of Internet resources, so that students can receive excellent learning resources related to the curriculum outside the textbooks, and further broaden the knowledge dimension of students.

### **3.2 Traditional Classroom Teaching Department and Flipped Classroom**

We think that it is not advisable to adopt classroom teaching or flipped classroom in the course teaching. There can be a cross between them, that is, partial flipped classroom. Teachers can choose the key part of teaching content to teach in the classroom, while other parts can be learned by students themselves before class, or they can choose specific topics or projects according to the content to let students In the form of a group or student representative, the inquiry learning based on the theme or project is carried out, and the learning results are shared, discussed and exchanged in the classroom. The teacher guides the students to think and discuss, and answers questions, solves doubts and makes supplementary explanations[5]. The application of the concept of flipped classroom in the course reform is mainly aimed at the design of the course guidance and key theoretical issues of translation course. In the part of vocabulary problems in translation, aiming at the understanding and translation of polysemous words and the theory of polysemous words'

semantic structure, because students have no foundation of linguistics and semantics, in order to help students better understand the semantic structure of polysemous words, the course micro video of polysemous words' semantic structure is designed, and students are required to watch the video before class and complete it Practice accordingly. Through the practical analysis of the case, it effectively helps the students to solve this theoretical knowledge point.

#### **4. Reconstruction of Applied Teaching System and Renewal of Teaching Content**

##### **4.1 Construction of Applied Curriculum System**

In order to better build a practical and operable curriculum system, in the specific course arrangement process, we have screened the chapters of the textbook according to the needs of this major, and finally determined the translation curriculum system with vocabulary problems, grammar problems, basic skills and general principles as the core.

##### **4.2 Update Teaching Cases, Compatible with “Interest” and “Application”**

In the teaching, we fully consider the psychological characteristics and interest points of the “Internet generation” students, closely combine with the syllabus, choose and update the teaching content to the greatest extent, and carefully design each “interest point” to ensure the teaching effect

#### **5. The Construction of the Mixed Classroom Teaching Mode of Russian Intelligence in University**

This research attempts to carry out the university Russian teaching based on the intelligent mixed classroom, so it constructs the university Russian intelligent mixed classroom teaching mode, as shown [5]. The model focuses on the activities of teachers and students with students as the main body and teachers as the main body: students carry out a series of activities such as online preview, difficulty feedback, desk to desk dialogue and bullet to screen interaction, grasp the initiative of learning, find, explore and solve problems independently in the real and virtual knowledge space, and truly become the master of the wisdom mixed classroom; teachers carry out push resources and create emotions A series of activities, such as environment[6]; A, intelligent testing, etc., play different roles, such as the developer of teaching resources, the guide of online learning, and the evaluator of intelligent learning. In this mode, the proportion of online teaching of human-machine or human-machine-human interaction is larger than offline teaching of human-human interaction. Teachers and students carry out teaching and learning activities before, during and after class through offline and online teaching switching.

##### **5.1 Pre Class Preview**

Before class, students mainly focus on their own learning[8]: students watch the learning resources released by teachers on wechat, QQ and other platforms at any time and anywhere, respond to the bullet screen within the group guided by tasks, collect and organize data for pre class preview analysis; students watch the learning materials sent by teachers to the E-Book Package System, answer online, collect data in real time by the evaluation center, and complete the essence of learning situation Diagnose accurately.

##### **5.2 Promotion in Class**

In class promotion is the core of the intelligent mixed classroom. Its teaching implementation relies on the alternation of offline traditional classroom environment and online online classroom environment. First, students use the teaching resources presented by online platform intelligence to learn new knowledge online and participate in the creation of teaching situations. When their learning emotions and spiritual needs are touched in time, students will actively record and feed back difficult points ; then, teachers and students return to the real classroom, and the teachers explain and demonstrate, point out the key points of knowledge, guide students to train in groups, cooperate to explore problems, strengthen the carding and internalization of knowledge, and finally

generate wisdom[9]. At the same time, teachers answer questions and solve doubts in real time, and complete the class summary. Finally, students participate in layered training online and answer online, and intelligent evaluation tools directly obtain real-time feedback data. On the basis of this, teachers can make online comment and summary.

### **5.3 After Class Development**

After class development requires students to complete online. After the teacher publishes the homework through the online platform, the students start to answer the questions online or answer with the help of the bullet screen. After the teacher comments on the bullet screen, they share the resources within the group. It should be noted that although the use of information technology has injected new blood into the wisdom mixed classroom, different classroom environments have different effects on the construction of the wisdom mixed classroom teaching mode, so the specific application of the mode in the teaching process is not immutable. For example, pre class preview materials can be uploaded through wechat and QQ platforms, and teaching tasks can be completed through online voting, interactive questions and answers, etc., and data can be collected manually by teachers. Therefore, according to the classroom environment of our school, according to the requirements of different courses and different stages of learners, teachers should flexibly design the intelligent mixed classroom teaching mode with our school's teaching characteristics.

## **6. The Application of the Mixed Classroom Teaching Mode of Russian Intelligence in University**

### **6.1 Course Interpretation**

In this lesson, students are required to understand the text, master the key sentence patterns, and apply them to daily life skillfully; introduce family members (including age, appearance, character, etc.) in proper Russian, and expand the knowledge of related families. The teaching content of this lesson is moderately difficult and closely related to the reality of life. The teacher guides the students to participate in the classroom study independently, completes the study goal, let the students experience an intelligent, immersive wisdom class.

### **6.2 Teaching Objects**

The teaching object is 25 2017 level undergraduate students majoring in Russian of Jiangsu Normal University. After the first semester of 2017-2018 academic year, these students have mastered a certain amount of Russian words and have a preliminary understanding of Russian grammar. There are not many new words in this lesson. Students can control the pace of online learning independently.

## **7. Conclusion**

With the help of information technology, the university Russian intelligent hybrid classroom teaching mode has realized the full track of teaching and learning. Its "Online + offline" hybrid teaching reflects the interaction between the whole teaching activities of teachers and students and the various elements. The practical application of this model in the teaching of College Russian texts shows that it has a significant teaching effect and a certain teaching feasibility. With the continuous iterative upgrading of modern teaching equipment and the gradual strengthening of teachers' information technology training, the smart hybrid classroom will become a space for students to experience deep interactive learning, which will greatly fit the learning trend of intelligent, mobile, fragmented and game based development, so it will become a new direction of Russian Teaching in Colleges and universities in the future.

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