



## REVIEW

# Exploration and Analysis of the Reform Methods of Russian Teaching in Universities and Colleges Based on Flipped Classroom

Shufang Yan \*

Manzhouli College of Inner Mongolia University, Manzhouli, Hulun Buir, Inner Mongolia, 021400, China

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### ABSTRACT

In recent years, with the continuous advancement of quality education, the flipped classroom has gradually become manifold, especially to provide new ideas for the reform of the educational system in universities and colleges, which also makes the traditional Russian teaching in universities and colleges face the status quo that needs to be transformed. This paper briefly analyzes the current situation of Russian teaching in universities and colleges, and based on the advantages of flipped classroom, and puts forward strategies for the reform of Russian teaching in universities and colleges, and hopes to provide suggestions for relevant educators.

## 1. Introduction

With the construction of The Belt and Road, Relations between China and Russia have continued to heat up. The two sides have carried out comprehensive cooperation in various fields such as economy, military and art. Russian teaching has also attracted great attention in universities and colleges. However, as far as the current teaching situation is concerned, Russian teaching in universities and colleges has not received enough attention, the teachers are weak, and the teaching methods are outdated, which has become a bottleneck restricting the quality of Russian teaching in universities and colleges.<sup>[1]</sup> The birth of flipped classroom provides

new ideas for improving this problem. By re-adjusting the time inside and outside the classroom, students have more time for personalized learning, while increasing classroom interaction and fully respecting the students' dominant position in the classroom. In the development of the new era, China urgently needs compound talents who are proficient in Russian. Only through innovative teaching model and improving teaching quality can we meet the needs of the society for high-end Russian talents. Flipped classroom maximizes the time for teachers to lecture in class and leaves more time for students to communicate, which is very beneficial for Russian teaching in universities and colleges. The use of language is inseparable from communication. The extensive knowledge of teachers in

\*Corresponding Author:

Shufang Yan,

Manzhouli College of Inner Mongolia University, No. 1 Huabu Street, Manzhouli, Hulun Buir, Inner Mongolia, 021400, China;

E-mail: 43881795@qq.com.

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traditional classrooms not only deprives students of the opportunity for language output, but also dispels the enthusiasm of learning.

## **2. The Current Situation Russian Teaching in Universities and Colleges at the Present Stage**

Now, we briefly discuss and analyze the current situation of Russian teaching in universities and colleges from the following aspects.

### **2.1 The Teaching Model Is Old and Monotonous**

For a long time, the teaching of Russian teaching in universities and colleges is mostly the traditional mode of “teacher speaking, student listening”. Although teachers generally accept the concept of quality education, however, in the actual lectures, in order to allow students to master vocabulary, grammar and other knowledge within a limited time, the teacher’s preferred method is still “cramming”, they are afraid that students are unable to understand, thus continue to explain and keep students taking notes all the time.<sup>[2,3]</sup> The result of this situation is that the more students listen, the more tired they are, the less they are interested in learning, and the lower the attendance rate. This traditional teaching mode ignores the importance of students as the subject of learning, and also ignores the key links of language interaction and communication. It is difficult for students to truly fall in love with the language. In fact, any language, first of all, is a sound symbol, followed by a graphic symbol, and the Russian classroom reverses the order of the two, teaching is not combined with practice which limits the development of students’ oral communication ability. The students cultivated by this method are not the high-quality compound talents required by the society.

### **2.2 Shortage of Teachers, and Poor Basic of Student Resources**

As is known to all, in the current foreign language teaching, English has an absolute dominant position, while the number of students studying Russian is decreasing drastically. As of the end of 2016, there were only 50000 university and college students studying Russian in the country, and Russian language teachers also faced the dilemma of changing majors and substituting other elective courses.<sup>[4]</sup> According to the research data of Professor Buning Ma of Beihang University in 2015, the title structure of Russian language teachers is more unreasonable than that of other languages in more than 300 universities in China. Among the survey of 480 Russian language teachers in China, 25 are senior titles, accounting for only 5.2% of

the total, and 146 are deputy senior titles, accounting for 30.4%. At the same time, there are problems such as gender imbalance, irrational education and age structure.

In addition, the teaching basic of student resources of Russian teaching in universities and colleges is relatively weak. Many students are zero-based, and there is a big gap between pronunciation, intonation, grammar and standard requirements. Moreover, they are rarely practiced after school hours, and are affected by the negative transfer of their mother tongue, which greatly limits the level of students’ communication.

### **2.3 Cross-cultural Awareness in Russian Teaching in Universities and Colleges Is Weak**

Language is the carrier of culture. For language teaching, teaching a language is to teach a culture. For Russian teaching in universities and colleges, teachers must not only teach students language skills, but also make them understand the language and background culture.<sup>[5]</sup> However, the cross-cultural awareness in the current Russian teaching in universities and colleges is relatively weak. On the one hand, because the education of the Russian language teachers themselves is relatively closed, the understanding of their culture is not profound, and the Russian language acquisition is based on the Chinese thinking, and it is not authentic; on the other hand, Russian is far behind English in terms of scientific research results and scope of use. The materials available for reference are not sufficient, which is not conducive to students’ grasp.

## **3. The Connotation of Flipped Classroom**

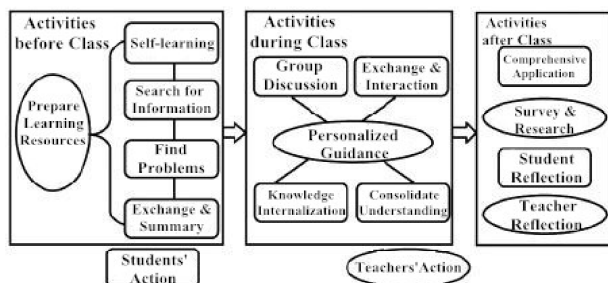
As a new teaching mode, flipped classroom can effectively improve the status quo of Russian teaching to a certain extent. Below, we briefly explain the connotation of the flipped classroom.

### **3.1 The Origin and Definition of Flipped Classroom**

The flipped classroom originated in the 2007 state of Colorado in the United States, first proposed by two chemistry teachers, Jonathan Bergmann and Aaron Sams, who recorded short videos to supplement the absence of students.<sup>[6]</sup> Later, this teaching model was continuously improved and promoted until it became popular around the world.

The flipped classroom aims to create a “student-centered” teaching system that teaches the past teachers’ classrooms and reverses the order in which students practice exercises. Teachers are no longer the controllers of the classroom, but the managers of the teaching activities.

The students are no longer passive recipients of knowledge, but the subject of learning. The flipped classroom divides the teaching system into three parts: before class, during class, and after class. As shown in Figure 1:



**Figure 1.** The flipped classroom teaching model

Firstly, before the class is the preparation stage of the whole teaching. Teachers should formulate teaching plans according to the students' existing knowledge structure and teaching objectives, separate each knowledge point, make short videos, and propose guidance questions of different levels and levels, and send them to students through the network to let students learn independently. The part that can be mastered by self-study or access to the data is equivalent to accepting the internalization of knowledge before the class, and the part that cannot be mastered will concentrate on listening and speaking in the classroom.

Secondly, class interaction is the core of teaching. The interaction here includes group interaction, teacher-student interaction and life interaction. Teachers should divide the whole class into several groups according to the students' learning foundation and personality; each group of about 5 students, each member must actively participate in it and freely express their opinions. The content of the group discussion is often the content that cannot be completely mastered by self-study in the micro-course materials. Through discussion and brainstorming, the ideas are expanded to gain a deeper understanding of the knowledge points. Then each team sent a representative to share the communication with the teachers and classmates. The teacher evaluated the results of the discussion and proposed personalized guidance to help students deepen their understanding and consolidate their knowledge.

Thirdly, after-class feedback is a key part of knowledge sublimation. The feedback is to verify the success of the first and second internalization of knowledge, to test the degree of knowledge of students, to find their own deficiencies, and to think independently about why these problems are caused, and to reflect on the mistakes in learning methods. Therefore, learning lessons can also enable teachers to further improve their teaching methods and ideas.

### 3.2 The Advantages and Characteristics of Flipped Classroom

Firstly, the teaching videos are short and succinct and highly targeted. In the flipped classroom, each instructional video is aimed at an independent knowledge point, with the duration of about 5 minutes and a maximum length of no more than 10 minutes. In this way, the short video can make the students' attention not to be scattered, and the pertinence is strong, which is convenient for students to learn and find.

Secondly, learning is no longer limited by time and space. Traditional teaching is taught by teachers. Students remember that once they are distracted or remember to be slower, they can't keep up with the rhythm. It is not only difficult to improve their interest in learning, but also easy to miss knowledge points. The flipped classroom, through the production of micro-video, enables students to control the learning rhythm themselves, with functions such as pause and playback, so that learning is no longer limited by time and space, and it is more conducive to the cultivation of independent learning ability.

Thirdly, rebuild the learning process so that students become masters of learning. The student's learning process can be roughly divided into two stages: information transmission and internalization. The former is realized through the teacher-student and student interaction in the classroom and the latter is completed by the students after class. This process is usually not very smooth due to the lack of teacher guidance and the company's companionship. The flipped classroom reverses this learning process, allowing the information transfer process to be completed before class, teachers make micro-videos for students to self-study and provide online guidance, while the internalization stage is realized through interaction in the classroom, which improves the learning efficiency and respects the students' dominant position in the classroom.

### 4. Design and Application of Flipped Classroom in Russian Teaching in Universities and Colleges

Below, we briefly analyze and expound the design and application of the flipped classroom in the teaching of Russian teaching in universities and colleges before, during and after class.

#### 4.1 Reasonable Arrangement of Teaching Content before Class

The content of the teaching is the design and syllabus arrangement is the key to the success of a class, as is

the teaching of the Russian teaching in universities and colleges. Most teachers are faced with Russian-based zero-based students, so the transfer of knowledge points should be gradual, neither too complicated nor too repetitive.<sup>[7]</sup> When designing the micro-video before class, due to the short time, it is necessary to strictly screen the teaching content, and strive to highlight the key points, at a glance, in a clear and concise way to enable students to master the core content of the video. Before the class, the teacher usually records two to three paragraphs of 5 minutes of micro-video, respectively, for Russian vocabulary pronunciation, grammar knowledge and cultural background or rhetorical techniques to explain, let students arrange their own time to learn, to achieve knowledge internalization. At the same time, at the end of the video, you can also design some simple test questions or thinking questions to test the students' self-learning effect. If students have problems they don't understand, they can participate in online discussions. Teachers should record the points where the questions are concentrated so that they can answer them in class.

#### **4.2 Combine with Traditional Teaching Model during Class**

Although the flipped classroom is novel in form, Russian teaching can't completely abandon the traditional classroom teaching mode, but should learn from each other's strengths and complement it.<sup>[8]</sup> Most university and college students have grown up under the traditional teaching mode, and the impact of exam-oriented education on them is extremely profound. Therefore, we cannot expect to achieve the teaching goal by relying on the flipped classroom. In recent years, some scholars have proposed the whole process of micro-classification in Russian learning, but this does not meet the current teaching situation in China. It is difficult to satisfy both subjective and objective conditions. The classroom is the time for teachers and students to interact, and the teachers summarize the difficulties encountered by students in online learning. Let the group discuss it first. If there are different opinions, you can start the debate. Try to use Russian instead of Chinese in the discussion. During the discussion, each group may encounter different problems. Teachers should keep abreast of the progress of the students' discussions and give personalized guidance if necessary. Although discussion and interaction occupy most of the classroom, the teacher's summary and evaluation are indispensable and can play a finishing role in the whole class. Teachers should comprehensively evaluate students' individual performance, discussion of positive level and discussion results, analyze the key points and difficulties again, and

guide students to think independently and cultivate the spirit of exploration and critical thinking. This process is a process of combining the flipped classroom with the traditional classroom. The result of both the online learning and the guidance of the offline learning make the Russian teaching break through the traditional limitations and are full of new ideas.

#### **4.3 Appropriate Integration of Cultural Knowledge Related to Russian after Class**

Language is a manifestation of a national culture. Influenced by the differences in historical background, Chinese and Russian languages and cultures have their own characteristics. Only by deep understanding of culture can we better use language. Teachers can recommend suitable Russian film and television works, classic reading materials and translation materials during the post-class consolidation period to help students understand the origin of language, rules of use, and extended meanings to improve intercultural communication skills. Students learn more about the past and present in Russia by learning the extracurricular materials recommended by the teacher. Only when they have sufficient language background knowledge can they communicate freely. For example, Chekhov mentioned "митриемД" and "Дмитрием" in his work "Woman with Dog". For the average student, they think that this is two names, and even think that they are the same person. In fact, the original meaning of this passage is "She has read many books. When she writes a letter, she doesn't use a hard note. She called her husband not to use 'Dmitry', but to use 'Jimity' for educated people." If the student doesn't know the semantic differences and potential connotations of the two names, it is difficult to understand the content of the article. Teachers can only help students clear language barriers and make appropriate use of Russian to communicate if they are properly integrated into intercultural communication knowledge during or after class.

### **5. Conclusion**

In summary, the flipped classroom, as an emerging teaching concept, has broad application prospects in the field of foreign language teaching. Through the above analysis and elaboration, it is not difficult to find that there are still many shortcomings in the current Russian teaching in China, and there is room for improvement in terms of training objectives, curriculum, teacher strength, and teaching methods. The appearance of the flipped classroom can effectively improve these problems, so that Russian teaching can be combined online and offline; and the

advantages are complementary. It is worth noting that the flipped classroom is not to weaken the role of the teacher, but to transform the teacher's function, from the study of "how to teach" to the study of students' "how to learn" direction, and thus improve the quality of Russian teaching. The "Belt and Road" has brought new opportunities and challenges to the teaching of Russian teaching in universities and colleges. Only by putting Russian teaching at a strategic level and re-exploring the teaching model can we truly cultivate useful Russian talents.

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