

The Application of Flipped Classroom for Russian Teaching in College

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Abstract: With the rapid development of information technology, the concept of education and teaching in colleges and universities is constantly innovating and changing. Flipped classroom, with the teaching form of “interaction between teachers and students, flexible and interesting”, is not only affirmed by teachers and students, but also has a positive impact on the innovation and development of China’s education model. Taking Russian teaching in colleges and universities as an example, this paper first introduces the teaching mode and significance of flipped classroom, points out the problems existing in current Russian teaching, and puts forward countermeasures for the application of flipped classroom in college teaching, so as to promote and guarantee the smooth implementation and application of flipped classroom in college education.

Keywords: Flipped Classroom; Pedagogy in Colleges and Universities; Application

As a practical and applied subject, Russian teaching focuses on cultivating students’ language quality, language culture and understanding ability. In this regard, higher education should actively change the traditional teaching concept and adopt the new mode of “flipped classroom”. Teachers are no longer the leader of classroom teaching, but participate in students’ learning as guides, affirm students’ dominant position in learning, help students improve their learning objectives and directions, and guide students to form independent thinking mode, so as to promote the development of Russian teaching, and develop the market economy and train excellent Russian talents.

1. Flipped classroom teaching mode and its significance

1.1 Overview of flipped classroom

“Flipped classroom” originated from the United States, English for “inverted classroom”, so it is also called “inverted classroom”. The essence of flipped classroom is to transfer the dominant power of learning from teachers to students by adjusting the time and tasks inside and outside the classroom. Teachers only play the role of teaching guide. The differences between this new teaching mode and the traditional classroom are mainly reflected in the teacher-student relationship, class time and teaching mode.

The traditional classroom explains and analyzes the knowledge points in the classroom, while the flipped classroom is based on Internet information technology, which uploads the course knowledge points to the network in the form of video and PPT. In class, teachers and students use the limited time in the classroom to discuss the course content, understand and internalize the knowledge in a deeper level, and use the fragmented time after class to realize online learning and online discussion, so as to search for the necessary literature at any time to promote self-learning in more efficient and free way.

For Russian teaching in colleges and universities, multimedia teaching, social practice activities, micro classroom and other platforms are used to create a relaxed and free learning environment for students. With students as the leading role and teachers as the guidance, students’ interest in Russian learning can be improved in autonomous learning and their practical application ability can be cultivated.

1.2 The teaching significance of flipped classroom

First of all, it helps to guide students to think deeply, better understand the abstract theoretical knowledge, strengthen the in-depth thinking of subject learning, and help to cultivate professional talents.

Secondly, it helps to innovate teachers' teaching methods, cultivate students' autonomous learning and lifelong learning ability, and cultivate students' practical application ability through flipped classroom teaching. Before class, students can study independently by watching Russian video lectures, listening to Russian blogs, reading Russian newspapers and materials, and also discuss and communicate with students on the Internet, so as to realize anytime, anywhere, repeated learning, save learning time, improve learning efficiency.

Finally, it helps to improve students' learning effect and realize personalized learning. Students interact with teachers through various channels, plan their learning content independently after class, and realize online preview, online learning and online review, in order to significantly improve the effect of Russian learning.

2. The current situation of Russian teaching

At present, the problems of Russian teaching in colleges and universities mainly include the following three aspects:

2.1 Lacking of professional hours

In college education, Russian is a foreign language course, which is different from English and has been taught since primary school. Students have just come into contact with Russian after entering the university, and their foundation is weak and their learning is difficult. Coupled with the lack of professional hours, students' time to learn Russian is limited, and their knowledge in the classroom is limited. In addition, Russian teaching covers rich contents of culture, history and customs, but these contents cannot be presented one by one in the classroom. These are difficult to ensure the teaching effect of Russian, and it is difficult to achieve the expected teaching objectives.

2.2 Lacking of practice opportunities

At present, the opportunities of Russian teaching practice in colleges and universities are limited. Because the application of Russian is not as popular as English, students only go to some Russian funded enterprises for practice, and their time in school and classroom is limited. Students lack the opportunity to enter the real Russian environment and use Russian to communicate.

2.3 It is difficult to learn Russian

The language system of Russian is different from that of Chinese and English. Because college students have a strong memory of Chinese and English, they are faced with the changes of verb displacement, noun case change and pronunciation and intonation when learning Russian, which will lead to language learning obstacles. In college Russian teaching, most students think that Russian grammar and pronunciation are difficult.

3. The application of flipped classroom in college teaching

When introducing flipped classroom into Russian teaching in colleges and universities, we need to understand the characteristics of Russian teaching carefully before introducing it into teaching.

3.1 Regular organization of professional teaching activities

In the Russian classroom, teachers can use "watching Russian films" and "Russian translation" as the teaching content, so that students can cultivate Russian language sense and thinking in the process of watching Russian films. After watching the film, the teacher explains Russian knowledge to the students through the way of screenshot or grammar emphasis.

With the full help of the new Internet platform in Russian teaching, it not only changes the limitations of traditional classroom teaching, improves the freedom of learning, but also greatly improves students' enthusiasm for learning Russian, and creates more learning opportunities for students. By creating a relaxed and pleasant learning atmosphere, students can realize autonomous learning, and use mobile phones and computers for video learning in dormitories or study rooms. Once they encounter problems in Russian learning, they can communicate with teachers or classmates through QQ, WeChat, etc. In the classroom, we only discuss and communicate with teachers about the content that is difficult to understand.

3.2 Actively organizing practical activities

The application of flipped classroom makes Russian teaching in colleges and universities not limited by time and space.

In this regard, teachers can use the form of online classroom to exchange Russian culture, news and other information views with students through the network. For example, in Russian teaching, teachers use micro class, use the form of questionnaire to understand the students' original intention of learning Russian, and design the classroom content according to the students' interest points. If the students are interested in Russian history, the teacher can use the "micro class version" of tourism to show the students a certain stage of Russian history in the form of video, literature and history materials and interviews. This kind of education is helpful to cultivate students' ability of perceiving, learning and expressing Russian and their interest in learning Russian.

3.3 Teaching good learning methods

In college Russian teaching, the inconsistency of Russian language thinking and grammar restrict the improvement of students' Russian ability in varying degrees. In this regard, teachers can customize personalized learning programs and learning plans for students through flipped classroom. Teachers use the Internet to organize Russian teaching materials. For students with weak foundation, they can strengthen the training of Russian words, knowledge points and grammar. For students with good foundation but lack of practice opportunities, they can strengthen the training of students' language use through speeches or practical activities.

The individualized teaching scheme is introduced into Russian teaching in colleges and universities, and the learning content is adjusted in time according to the characteristics and habits of students. Different learning experiences bring students better and better learning experience.

3.4 Combining professional courses to ensure the implementation of flipped classroom

First of all, the use of flipped classroom in Russian teaching in colleges and universities should maximize the use of students' learning time in school to avoid waste of time. It needs to be closely combined with the scientific and reasonable design of classroom, recess and after class time. Secondly, when teachers prepare for video learning, they need to master the students' learning progress and learning acceptance ability, and design the learning content according to the students' specific actual situation, depending on the students' needs. Thirdly, the classroom style is flexible and vivid, through the form of discussion to explore knowledge points, and fully mobilize the students' learning enthusiasm. Finally, after class, the teacher through the corresponding test to assess the students, understand the students' shortcomings and weaknesses, so as to better carry out the design of the next class, let the students always understand their own achievements, and adjust learning attitude and learning state at any time.

4. Conclusion

To sum up, with the development of national curriculum reform, in order to cultivate high-quality talents, colleges and universities pay more and more attention to the application of flipped classroom to provide students with flexible learning time, promote the interaction between teachers and students, and promote students to better master the learning content. Taking Russian teaching as an example, this paper discusses the concept and significance of flipped classroom, points out the current situation of Russian teaching in colleges and universities, and puts forward corresponding countermeasures from the teaching reality, so as to improve the teaching quality by the practical application of flipped classroom, and finally promote the continuous optimization and innovation of China's education mode.

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