



## ARTICLE

# Research on the Flipped Classroom Based on Micro-course and the Reform of Russian Teaching in Universities and Colleges

Shufang Yan \*

Inner Mongolia University, Hohhot, Inner Mongolia, 010021, China

### ARTICLE INFO

#### Article history

Received: 29 May 2019

Revised: 3 June 2019

Accepted: 24 July 2019

Published Online: 31 July 2019

#### Keywords:

Micro-course

Flipped classroom

Russian teaching

### ABSTRACT

The research of flipped class classroom teaching based on micro-course provides a new idea for the reform of classroom teaching in universities and colleges. This teaching concept of reversing the class and after-class activities can effectively solve the problems in the current Russian classroom teaching, which cultivates students' ability to listen, speak, read and write, and meets the requirements and teaching purposes of Russian teaching in universities and colleges. This paper mainly explores and studies the current situation of Russian teaching in universities and colleges, and points out the specific way of using the flipped classroom concept to carry out education and teaching reform. It hopes to provide a certain reference for the reform of Russian teaching in universities and colleges.

## 1. Introduction

With the continuous development of Internet technology, the traditional education and teaching model has also been greatly changed. The flipped classroom came into being, and it has achieved great success in classroom teaching in China's universities and colleges, setting off a heat wave of reform. The flipped classroom of the micro-course has changed the traditional teaching concept, effectively solved the problem of the separation of the class and after-class teaching and during the Russian teaching process in universities and colleges,

which improves the overall quality of Russian teaching and ensures the teaching effect.<sup>[1]</sup>

## 2. Current Situation of Russian Teaching in Universities and Colleges

Under the influence of the "The Belt and Road" initiative, China's exchanges and communication with countries along the line are getting closer and closer, including Russia. Therefore, the cultivation of the overall ability of students in Russian has become the main task of Russian teaching in universities and colleges. Classroom teaching

### \*Corresponding Author:

Shufang Yan,

Female, a native of Yanggao County in Shanxi Province, doctoral degree, associate professor in Manzhouli College of Inner Mongolia University;

Research direction: Russian teaching in universities and colleges, Russian society and culture;

Correspondence address: Inner Mongolia University, No. 235 West University Road, Hohhot, Inner Mongolia, 010021, China;

E-mail: 43881795@qq.com.

Fund Project:

Innovative Research on Undergraduate Russian Language Teaching Model Based on "Flipped Classroom" (Project No.: NJZC17629).

is an indispensable means of cultivating Russian talents. In the past, the Russian language teaching process in universities and colleges was adopted as a “cramming” model. This model is mainly for teachers to lecture, and students to listen in class. In this way, communication and exchanges between students in Russian cannot be achieved. From the current situation of Russian teaching in universities and colleges, most schools generally adopt this teaching model. This model is not closely integrated with teaching and practice, the trained Russian talents lack reading and communication skills. The economic, social and cultural development between China and Russia requires mainly comprehensive talents.<sup>[2]</sup> As a result, communication and exchanges between the two countries cannot be achieved smoothly. In the past, during the Russian teaching in universities and colleges, teachers took more time to devoted to studying how to teach students, allowing students to accept Russian as soon as possible and like the Russian language. Based on this, in the process of teaching, “speaking” has become the primary choice, and adopting such teaching methods will only increase the burden on students, and at the same time cause students to resent the Russian. Mr. Shi Tieqiang once emphasized: “We have to realize that China still has many shortcomings in Russian teaching. It is reflected in various aspects such as teaching methods and teaching models, and to some extent, it does not even conform to the domestic and international trends.” With the continuous development of the Internet, as universities and colleges, we should make full use of information technology, reform the classroom teaching model, and actively seek measures to reform Russian from the teaching.<sup>[3]</sup>

### **3. Common Problems Existing in Current Russian Teaching in Universities and Colleges**

#### **3.1 Marginalized Russian Teaching in Universities and Colleges**

A large number of high schools have stopped teaching Russian courses, which has led to a sharp decline in the number of Russian language students in universities and colleges. In recent years, the number of Russian language candidates in the China’s College Entrance Examination has become less and less, and the number of undergraduate students who use Russian as the first foreign language in the university period has also shown a downward trend. This phenomenon has affected the scale of the Russian language courses offered by universities and colleges. The school lacks sufficient funds to carry out the teaching of Russian subjects. Some schools still have the phenomenon of pursuing short-term interests. The emphasis on Rus-

sian teaching and the investment in funds are insufficient, which has led to the lack of sufficient funds for Russian language teachers in many universities and colleges to go to the relevant countries for Russian language learning and communication. Both in the Russian language education equipment and in the teaching level of teachers, the trend of decline has affected the Russian teaching effect in universities and colleges. When the managers of universities and colleges lose their attention to the teaching of Russian discipline, the professional spirit of Russian teachers will also decline. Teachers do not focus on the reform of teaching methods in Russian disciplines, which leads to the inconsistency between the students’ comprehensive Russian ability and the development of the times, which affects the development of students.<sup>[4]</sup>

#### **3.2 Students’ Lack of Enthusiasm for Learning**

Because Russian language teachers in universities and colleges have always used a single teaching method and teaching model, the Russian teaching form is rigid and dull, and cannot give full play to the subjective initiative of student’ learning. The low interest in students’ learning leads to low teaching efficiency. In addition, because some Russian language teachers in universities and colleges are older, the ability to receive new things is not strong, and the use of new teaching tools cannot be learned in time. It is difficult to upgrade and innovate the teaching classroom and teaching content, which seriously affects students’ enthusiasm for learning.<sup>[5]</sup>

### **4. Reform of Russian Teaching in Universities and Colleges under the Flipped Classroom Based on Micro-course**

#### **4.1 Teaching Model Design of Flipped Classroom**

The flipped classroom is also called the reverse classroom. It is a new teaching model popular in Europe and the United States in recent years. The flipped classroom aims to build a student-centered teaching system, reversing the teaching structure of the traditional teacher class and the practice of the students, so that the teacher’s function is transformed into the student learning manager, instead of the traditional evangelist. The flipped classroom system consists of three parts: pre-course, class and after-school. Teachers as managers need to closely combine the three links and pay full attention to the content of each part. Compared with the traditional teaching concept, the flipped classroom concept pays more attention to the research learning methods, learning content and problems encountered in learning. The key point is to improve students’ subjective initiative and active

learning ability, and enhance students' interest in learning and enthusiasm for learning.<sup>[6]</sup>

In 2011, American scholars constructed a model of a circular development classroom, including experience participation, concept exploration, meaning construction, and display application. According to the actual development of education and teaching, Chinese educators realize educational practice and reform and innovation, constantly innovate and flipped classroom teaching model, combine the existing research results of developed countries, and focus on pre-course and class according to students' learning characteristics and teaching system requirements. In the three classroom teaching sessions, the new flipped classroom teaching model was constructed. This teaching concept of flipped classroom is conducive to the realization of individualized learning of students, and the introduction of micro-courses into the inverted classroom teaching system. Students can watch micro-courses outside the classroom to gain knowledge and reduce students' learning according to their own learning. There is no need to worry about the pressure in the process, because the knowledge points are temporarily missed and the problems of subsequent learning are affected. At the same time, the form of micro-courses is conducive to strengthening the interaction between students and students and between students and teachers, strengthening the communication and communication between students and teachers, effectively changing the role of teachers, so that teachers can become the leader in the learning process of students and win the trust of students. Under this teaching concept, students pay more attention to mutual learning and growth, and do not rely too much on teachers to impart knowledge, improve their ability to actively learn, and deepen the learning effect.<sup>[7]</sup>

#### **4.2 Pre-class Preparation Stage**

The pre-class preparation phase of flipped the classroom mainly refers to the preparatory process in the classroom teaching process. Teachers need to fully understand the level and situation of students' specific knowledge, analyze the existing knowledge structure, and on this basis, distribute learning materials according to the different levels of students' knowledge and mastery, so that students can learn independently. Through independent study, students can better grasp the corresponding knowledge and theory, deepen their impression of knowledge, and help students to accept the internalization of knowledge before class. In the process of preparing for class, teachers can use the teaching method of setting suspense to set up supportive and guiding questions for students, and stimulate students' interest in learning. Through the process of

finding the answer by themselves, the students achieve the learning effect of the pre-study and lay a good foundation for the teaching activities in the class. For example, in the process of teaching Russian words, teachers can set reasonable Russian word conversation situations and set corresponding questions. Let students independently find the answers to the questions, interpret the situational content on their own, stimulate students' interest in learning, and through the self-finished vocabulary learning and the search for answers, students can improve their grasp of Russian vocabulary and improve their Russian level.

#### **4.3 Class Stage**

In the course of the actual development of the course, the teacher identifies the students' knowledge level and related doubts by collecting feedback on the pre-school questions, and provides students with professional learning materials. In class activities, teachers must engage in full communication, interaction, and discussion with students. In the form of group discussion, the students in the class can be divided into several groups according to the actual number of people. Through group discussion, thinking and cooperation, the students can find the answers to the Russian learning problems independently. Through the group mutual assistance and cooperation methods, students' reading level can be improved, students' learning motivation can be improved, students' good study habits can be cultivated, and students' Russian level can be improved.

#### **4.4 After-class Feedback Stage**

The after-class feedback phase is the last part of the development of the classroom model, referring to the evaluation and application process of knowledge, which is an important part of flipped the classroom teaching model. Students can complete two internalizations of knowledge through pre-class preparation and discussion and interaction in the classroom. The feedback work after class is a test of the level of knowledge of students, which can effectively reflect the problems existing in the process of students' self-learning and thinking, and guide students to improve. Teachers can also improve their teaching methods and teaching ideas through the process of feedback after class, and comprehensively improve the level of teaching and education.

#### **4.5 Constructing a New Teaching Evaluation System for Open Education Russian Flipped Classroom**

The flipped classroom teaching model repositions the teacher-student relationship, reverses the knowledge trans-

fer and the internalization of knowledge, and poses new challenges for both teachers and students. In the classroom after the flip, the teacher from the traditional knowledge instillers to the current learning facilitators and monitors, to re-position themselves, grasp the length of speech, and give students the right to learn independently. It is necessary to control the classroom communication, not to be in the form, to grasp the typical, key counseling; for the uneven student conditions and individualized needs, we must also teach and classify students according to their aptitude. The traditional course teaching evaluation is mainly based on final results, and the final results cannot objectively and comprehensively reflect the results of teaching. Constructing a new evaluation system for open education Russian flipped classroom is crucial to achieving the goal of flipped classroom teaching. The teaching evaluation of the flipped classroom should focus on the combination of process evaluation and summative evaluation, strengthen self-evaluation and mutual evaluation, and pay attention to the evaluation of students' values.

## **5. The Implementation Process of Russian Teaching Flipped Classroom**

### **5.1 Design and Implementation of Russian Teaching Development Classroom**

In the process of Russian teaching in universities and colleges, it is first necessary to establish corresponding modules according to the requirements of the syllabus, and to clarify the corresponding knowledge points that students need to master. Then complete the search of video resources, and form a micro-course Russian teaching. The design work of flipped classroom teaching resources mainly includes the production of video resources and the setting of courses. The quality of course production is directly related to the learning effect of students. Therefore, it is necessary to continuously strengthen the ability of teachers to produce video resources and ensure the teaching effect of micro-courses. Then, the teaching resources of the micro-courses are released, and the students are guided to complete the online learning tasks. The video resources of the optimized teaching modules are created through the network platform, and uploaded, and the students are required to clearly define the content and modules that need to be learned, and check the learning effects before the students. Russian teachers are required to make test questions related to the content of the course according to the actual teaching needs of the course to better test the learning effect of the students. It also enables students to clearly understand the problems that remain unresolved through video learning, thereby improving the efficiency of interaction in the

classroom. In addition, in the process of carrying out the actual classroom teaching activities, the teacher needs to clarify the key points and difficulties in the student learning process according to the specific completion of the student micro-courses, and timely solve the doubts and confusions faced by the students in the learning process. It also clarifies the shortcomings in the process of micro-teaching teaching. In the process of active participation of all students in the class, the teaching methods are constantly improved and the teaching level is improved.

### **5.2 Innovative Operating Process**

The flipped classroom based on micro-courses has changed the traditional teacher classroom lectures and the teaching forms of students' homework assignments. The teacher will make the knowledge points of each lesson into the corresponding micro-course online video. In this way, students can preview the content they need to learn in advance in this lesson, complete the task of self-learning, and leave more time for the discussion of the class and the deepening of classroom knowledge. Moreover, online video can also realize scene reproduction for important knowledge points in the classroom, enhance students' memory and improve students' learning quality. Because most of the current Russian college students in China have not been trained in professional Russian before going to university, students have a large problem in the process of Russian learning. Students lack interest in learning and enthusiasm are seriously restricting the comprehensive improvement of students' Russian level. By flipped the classroom, students can effectively promote interaction and communication between students and students, and improve students' self-confidence and self-learning ability to learn Russian. Therefore, it can stimulate students' interest in learning Russian and the motivation of Russian learning, and achieve an overall improvement in the level of Russian teaching in colleges and universities.

## **6. Flipped Classroom Based on Micro-Course and Countermeasures for Efficient Russian Teaching Reform**

In response to the current problems in the reform of Russian teaching in universities and colleges, first of all, it is necessary to strengthen the training of teachers. Teachers should change the traditional concept of education and teaching. They can apply the micro-course-based flipped classroom to improve the teaching quality, guide students to think independently, and help students to stimulate the interest in learning Russian. During class interaction, teachers should carefully listen to the students' ideas and



learn about the knowledge of each group. Teachers should be able to effectively evaluate student performance, for Russian teachers, first of all, it is necessary to be able to guide students to think independently about the problems existing in the preparatory process, and encourage students to solve through the mutual discussion between the groups. In this process, students can improve the enthusiasm of Russian learning and enhance their understanding and memory. Based on the final link of the flipped classroom teaching under the micro-course, the teacher takes the form of systematic evaluation to recognize the students' performance and improve the students' sense of accomplishment. At the same time, the evaluation method can also provide a new idea for teaching work, and optimize and upgrade the teaching model.

## 7. Conclusion

In summary, the flipped classroom based on micro-course can effectively improve the level of Russian teaching in colleges and universities, promote the reform and upgrade of Russian teaching model, improve the students' Russian learning level and improve students' ability to apply Russian. This paper mainly explores the flipped classroom based on micro-course, points out the application of flipped classroom in the process of college Russian teaching reform, hopes to establish an effective flipped classroom teaching model, improve the level of Russian teaching, and guarantee the Russian teaching quality of university and college students.

## References

[1] Lihong Guo. The Construction of Russian Reading

Class Teaching Model Based on Flipped Classroom[J]. *Theoretic Observation*, 2017(12):151-153. (in Chinese)

- [2] Mingyu Li. The Challenge of Flipped Classroom to Russian Teachers in Higher Vocational Colleges and Its Coping Strategies[J]. *Journal of Nanjing Institute of Industry Technology*, 2017, 17(03):42-45. (in Chinese)
- [3] Shan Hou, Rudong Gao. Application of Flipped Classroom Based on Micro-Course in The Reform of Russian College Education in Xinjiang[J]. *Times Education*, 2017(05):5. (in Chinese)
- [4] Bingyu Liu. The Flipped Classroom Based on Micro-Course and the Reform of Russian Teaching in Universities and Colleges [J]. *Students (Theoretical Edition)*, 2016(11):10. (in Chinese)
- [5] Jianqiang Zhang, Dezhong Sun, Xiaozheng Wang. Research on College Russian Teaching Reform Based on Flipped Classroom[J]. *Journal of Heihe University*, 2015(06):118-119. (in Chinese)
- [6] Yajun Li, Yanhui Li, Ying Li. The Optimization of College Russian Teaching Model under the Concept of "Student-oriented"[J]. *Journal of Shenyang Normal University (Social Science Edition)*, 2015, 39(03):24-27. (in Chinese)
- [7] Xiaoyan Yang, Su Jiang, Yongzhen Zhu. A Feasibility Analysis of the Implementation of the Flipped Classroom Based on Micro-course in College Physical Education[J]. *Journal of Nanjing Sport Institute (Natural Science Edition)*, 2016, 15(4):107-111. (in Chinese)