



Teaching Reform of Russian Language Education Major in Higher Vocational Colleges from a Diversified Perspective

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Abstract-- This paper discusses the teaching reform of the Russian language education major in higher vocational colleges from a diversified perspective. With the increasing importance of Russian in the context of globalization, improving students' oral communication skills has become a top priority. This paper aims to explore how to promote the enhancement of students' oral communication skills and strengthen cultural exchanges and understanding related to Russia through diversified teaching methods and practical activities. Suggestions are made for the comprehensive application of methods such as higher vocational education and project-driven approaches to cultivate Russian professionals with international perspectives and cross-cultural communication skills, thereby contributing to friendly exchanges and cooperation between China and Russia.

Keywords-- *Diversified perspective; Teaching reform; Russian language; Education major; Vocational colleges*

I. INTRODUCTION

In the current context of globalization, Russian, as an important international language, plays an indispensable role in the political, economic and cultural fields. Therefore, it is particularly important for students majoring in Russian to improve their oral communication skills. This will not only help them better master Russian, but also make them more adaptable to a diversified international environment and improve their competitiveness in the era of globalization. In the current situation of globalization, exchanges between China and Russia are becoming increasingly frequent, and Russian professionals with good oral communication skills will be more popular. Especially in multinational companies or international organizations, talents who can communicate fluently and understand Russian culture are particularly scarce. Therefore, if Russian language major students can improve their oral communication skills, it will be more beneficial to their future career development. The oral communication skills of Russian language major students include but are not limited to pronunciation accuracy, vocabulary, grammatical structure, communication skills and understanding of Russian culture. These factors are critical to their professional capabilities and career development. Therefore, Russian language professional education needs to focus on cultivating students' comprehensive quality, solid language foundation and professional skills, so that they can be competent in various tasks such as international communication, Russian language education and academic research.

However, there is a certain gap between the current curriculum system and knowledge system of Russian majors in various universities and actual needs. It is necessary to further strengthen the interdisciplinary and practical nature of the curriculum to better meet the needs of students. Russian language education should also focus on developing diversified teaching models and practical activities to improve students' oral communication skills and strengthen cultural exchanges and understanding related to the Russia. This will help cultivate more Russian professionals with international vision and cross-cultural communication skills, and make greater contributions to friendly exchanges and cooperation between Russia and China.

II. THE PROPOSED METHODOLOGY

2.1 The Suggestions for the Russian Language Education

Amidst the ongoing trend of globalization, Russian serves as a pivotal language for international interaction, exerting significant influence across political, economic, and cultural domains. Consequently, the instructional approach to enhancing oral communication proficiency among Russian language students at tertiary institutions necessitates a heightened emphasis on refining pronunciation skills. This objective can be pursued through a variety of methods. Educators can introduce fundamental principles of Russian phonetics, encompassing vowels, consonants, and stress patterns, thereby furnishing students with a comprehensive understanding of Russian phonetic norms. Simultaneously, students must be afforded ample opportunities for oral practice, enabling them to progressively internalize the rules and techniques of Russian phonetics. Teachers should also offer timely feedback and guidance, enabling students to identify and rectify pronunciation discrepancies. To augment expressive speech capabilities, instructors should diversify speech resources and encourage students to engage in oral exercises across varied contexts, thereby enhancing their oral communicative prowess. The holistic development of oral communication proficiency among Russian language majors hinges upon the judicious integration of classroom instruction, experiential learning, and individualized mentorship, fostering students' adeptness in navigating future academic and professional landscapes.

Tailored interventions can be implemented to fortify students' oral communication competencies. Specialized oral courses can be designed to sharpen students' conversational, business, and oratory skills, thereby fostering their oral communicative dexterity through



classroom simulations and practical engagements. An array of speaking activities, including recitations, debates, and presentations, can be organized to bolster students' confidence and expressive capabilities. Personalized tutoring sessions can address students' specific needs, addressing nuances such as accent, intonation, and pacing, thereby expediting their progress in oral proficiency. Real-life scenarios, like simulated business meetings or tourist interactions, provide authentic contexts for honing speaking skills and bolstering adaptability and confidence. Additionally, instructors can devise structured oral practice schedules tailored to students' proficiency levels and objectives, integrating multimedia resources like videos and recordings to augment learning. Students can leverage smartphone applications for supplementary practice beyond the classroom. The curriculum framework serves as the cornerstone for knowledge dissemination and talent cultivation. The Russian language curriculum encompasses specialized courses, elective modules, and interdisciplinary offerings, facilitating students' acquisition of foundational knowledge pertaining to Russian-speaking regions. Embracing interdisciplinary collaboration, the curriculum underscores the integration of linguistic studies with broader humanities, social sciences, and STEM disciplines, nurturing students' holistic development and competitive edge in contemporary contexts.

Thematic teaching method focuses on stimulating students' inner motivation and improving their oral communication and independent learning skills. Although teaching practice has played a certain role in improving classroom effects and students' learning abilities, there are also some problems. First of all, the selection of suitable texts puts forward high requirements for students' level. For example, principles such as authenticity, rich content, and communicativeness need to be combined with the subject content and carefully screened to avoid affecting students' learning enthusiasm. Secondly, students' weak basic language knowledge may affect the overall teaching effect, including insufficient vocabulary and weak grasp of grammar. Therefore, teachers need to take corresponding measures to solve it. In future teaching practice, teachers can start from the following aspects: first, give full play to the role of teachers in coordination, organization and management, ensure the coherence and rhythm of classroom teaching, and highlight the theme of the text; second, give full play to Students' subjective initiative, providing equal participation opportunities for students of different levels according to the teaching content, encouraging students to gain a sense of accomplishment through creativity, thereby cultivating their learning interest and independent learning ability. In addition, after conducting descriptive statistics on the factors influencing the behavior of Russian translation major students, it was found that in the three stages of pre-translation, middle and post-translation, students have different focuses. Among them, the middle stage of

translation focuses on cross-cultural awareness, interpersonal skills, and professionalism. There are high requirements for knowledge and other aspects, which is of great significance for students to improve their abilities. In the final stage of translation, students need to self-evaluate through professional evaluation and the peer feedback, thereby continuously accumulating practical experience.

2.2 The Combination with the Higher Vocational College Reform

In the reform of higher vocational education, the promotion of scientific application projects is an important strategy. First, it is necessary to highlight the unique characteristics of project promotion, including close interaction with students and close connection with practical problems, as well as the characteristics of active exploration and diverse development. Strengthening the play of these characteristics is crucial for the effective implementation of project promotion, so as to ensure the scientific nature of project promotion and keep students in a key position. Secondly, stimulating the effect of project promotion requires higher vocational schools to fully absorb relevant experience and theory, and formulate specific programs and plans to guide project implementation. By comparing the differences between modern project promotion methods and traditional methods, we can directly understand the role and effect of project promotion. In addition, it is necessary to focus on the leading role of innovation, abandon traditional methods, encourage teachers to innovate teaching methods, encourage students to participate, and establish a model that is highly instructive and promotes teaching reform. In addition, it is crucial to adjust the teaching content based on students' actual life, especially their interests. By combining theory with practice, teaching effects can be improved and students' sense of identification with educational reform work can be enhanced. Finally, students' thinking training is an integral part of educational reform. Since the goal of education reform is to improve students' learning ability and knowledge application ability, students' thinking training is crucial. Teachers should develop teaching plans that are consistent with students' characteristics according to the teaching plan, and encourage students to actively participate, thereby improving their thinking level.

CONCLUSION

In conclusion, the teaching reform of the Russian language education major in higher vocational colleges requires comprehensive and diversified measures to address the challenges and opportunities in the current global environment. By emphasizing oral communication skills, cultural understanding, and interdisciplinary collaboration, educators can provide students with the skills and knowledge necessary to thrive in an increasingly interconnected world. The methodology proposed in this paper emphasizes personalized interventions and diverse teaching methods



to enhance students' oral communication skills. Through the integration of real-life contexts and personalized guidance, students can develop cross-cultural competence and adaptability, thereby enhancing their competitiveness on the global stage.

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