

Research on Chinese-Russian Mixed Learning Model Based on SNS

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Abstract: Based on the hybrid learning idea, this paper proposes a Chinese-Russian hybrid learning model based on SNS. Through the combination of network autonomy, collaborative learning and classroom face-to-face teaching, it realizes independent exploration, multiple interaction and learning of large Chinese-Russian learning. Cooperative learning to promote students to learn more effectively in Russian.

Keywords: SNS; hybrid learning; autonomous learning; collaborative learning.

1. INTRODUCTION

In recent years, domestic universities have carried out a series of Russian language learning and teaching reforms under the support of modern information technology, which has initially formed a network-based university Russian teaching model. However, the current university Russian online learning has the disadvantages that classroom learning and online learning cannot be combined organically, lack of interaction, and lack of deep participation of teachers in online learning. The university Russian online teaching mode has not achieved the desired effect. How to solve the above problems is of vital importance to improve the quality and effectiveness of Russian language teaching. This paper attempts to think about and explore the university Chinese-Russian teaching reform supported by SNS from the perspective of mixed learning, and builds a SNS-based Chinese-Russian hybrid learning model.

2. SNS AND HYBRID LEARNING

2.1 SNS

SNS (Social Networking Services), a social network service, specifically refers to Internet application services designed to help people build social networks. [1] The theoretical source of its creation is the "six-degree segmentation theory" created by Harvard University psychology professor Stanley Milgram, which means that "you and any stranger are separated by no more than six people. That means you can know any stranger with up to six people" [2]. The core of SNS is social, participatory and collaborative. Its SNS service and SNS software provide powerful support for effective communication and collaboration of users, which can effectively change the way learners learn online.

2.2 Hybrid learning

Hybrid learning refers to a strategy that uses different learning theories, different technical means, and different application methods to implement teaching. It becomes the current ICT by organically integrating face-to-face classroom learning and digital learning. The main trend of teaching application is to combine the advantages of classroom teaching and online teaching, and to adopt a collective teaching form based on teacher teaching, a group teaching form based on the concept of "cooperation" and a teaching form based on independent learning. [3] The core idea of hybrid learning is to solve problems in different ways according to different problems and requirements. In teaching, different methods are adopted.

3. SNS TEACHING MODE AND ITS PRACTICE PROCESS

In the past, Russian language teaching used separate teaching methods for listening, speaking, reading and writing. The language input form was also relatively simple (mainly relying on the teacher's classroom explanation, and the teaching content mainly came from textbooks, tapes, etc.). In the new university Russian teaching, we integrate the skills of the four languages into the whole process of classroom teaching for the first time, regardless of class type, and adopt the teaching mode combining multimedia teaching with traditional small class teaching to meet the comprehensive language ability of the learners. need. In addition, according to the self-regulation of language teaching, we have repositioned the roles of teachers and students in language teaching, and strived to transform the teacher-led "one-word" teaching form in traditional Russian teaching into "student-centered". Teaching mode. These changes are in line with the latest trends in modern language teaching research, such as constructivist theory, language learning theory, attention to learners' perceptions and behavioral processes, and the implementation of task-based teaching trends.

3.1 Adopt new teaching materials

According to the environment and characteristics of Chinese students learning foreign languages, they have established teaching theories and teaching principles that suit their national conditions. They adopt a student-centered thematic teaching model, and their design concepts are in line with the development trend of university Russian teaching.

In the process of using, teachers use a large number of participatory activities in each unit designed in the textbook, making the foreign language classroom the best place for most students' language practice. At the same time, teachers provide students with meaningful language materials that are meaningful and in line with the student's knowledge and intelligence. Not only the listening and reading materials, but also the examples in the vocabulary and annotations should have as much content as possible. This enables students to improve their language skills and optimize their knowledge structure and cultural literacy. Let classroom teaching get as close to reality as possible.

3.2 The teaching mode of combining multimedia lessons with small classes

We arrange the teaching content according to the characteristics of the multimedia class and the small class. In the multimedia class, teachers use modern equipment, teaching assistant

CDs, and electronic courseware to implement teaching, focusing on the input of language materials and content, so that students can reserve language knowledge, language expression methods and related topics. In small class, teachers organize various oral activities, so that students can fully use the content learned in the large class during the activities, make the students apply what they can, and consolidate them in use, and further deepen the knowledge of the language they learn. Understanding. Multimedia lessons have many advantages over traditional classroom teaching.

First of all, the multimedia projection classroom can accommodate two small classes, which improves the teaching efficiency to a certain extent, thereby saving teaching resources and alleviating the pressure of insufficient teachers.

Secondly, the application of multimedia equipment and teaching CDs also enriches the content and form of classroom teaching and expands the horizons of students. Language teaching research shows that the multi-sensory language input is better than the single-form input. The language phenomenon demonstrated by multimedia devices is more vivid, diverse, vivid and flexible. This kind of graphic, text, sound and image combined stereo language input. It can highlight key points, stimulate students' interest in learning, and promote language conversion from input to intake.

Make classroom vocabulary, text content, various lectures (such as writing skills, western costumes, food culture, etc.) and consolidation exercises into electronic courseware, which will be displayed through multimedia projection and large screen, which will make the teaching content richer and more informative. Big, the focus is more prominent.

In addition, we use the teaching assistant CD and video CD to create a near authentic language environment for students. The constructivist learning theory believes that knowledge is ultimately not obtained through teacher-teaching, but that the learner obtains in a certain situation, with the help of others, using the necessary learning resources, and constructing through meaning. "Context", "collaboration", "conversation" and "construction of meaning" are the four elements of the constructivist learning process (Huang Ruoxuan 2000). We use the CD-ROM to output the language from the visual and auditory, the content is more real, and the language is closer to real life. In the language input process we focus on the quality and quantity of the language. According to the input hypothesis proposed by the American linguist Stephen Krashen, the language input should reach $i+1$ in quantity. He defines the current state of language knowledge as i and the next stage of language development as $i+1$. In terms of quality, it is required to be "understandable."

3.3 SNS teaching mode

In traditional Russian teaching, the teacher is the center of the classroom, the impartor of knowledge, and the student is the passive recipient. In the teaching reform, we adjusted the roles of teachers and students. The teacher is still a knowledge transferer to some extent, but at the same time is the organizer and participant of the activity. It is also a student's learning consultant. It is responsible for analyzing students' learning needs and learning characteristics, stimulating students' interest in learning and guiding them correctly. Students learn to provide

feedback for students' classroom performance. Students are the center of learning and the center of classroom activities.

In order to adapt students to new roles, we strive to cultivate students' self-awareness in teaching. For example, when teaching vocabulary in a large class, we usually give a certain context, guiding students to guess the meaning and use of vocabulary from the context, rather than simply teaching the rules of language use.

In the small class activities, the teacher strives to create a relaxed atmosphere in the classroom, making the role of the students as the center of the classroom activities more prominent.

Krashen believes that the “emotional factor” of the learner is also working as the input becomes ingested. For example, learning attitudes, self-confidence and anxiety, they filter the language input and determine how much the learner receives input (Krashen, 1985). A harmonious classroom atmosphere can reduce students' anxiety and help with language acquisition. We arrange the content and difficulty of the classroom tasks according to the level and interest of the students, so that students can benefit from the practical activities of the language and feel the fun. Teachers are participants, encouragers, and confessors. They participate in student activities as friends, encourage each student to speak Russian, and solve problems in students' learning in a timely manner, so that they can absorb in a relatively stress-free environment. Application knowledge.

4. CONCLUSION

College Russian teaching under the guidance of hybrid learning theory can take into account the efficiency of teachers and the enthusiasm of students, and truly reflect the principles of SNS teaching. The introduction of multiple learning modes in Chinese-Russian teaching is conducive to students' independent exploration, multiple interactions and cooperative learning, and creates an ideal learning environment.

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