

Study on the Process Evaluation Reform of Basic Russian Courses under the Training Goal of Applied Talents

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Abstract: With the proposal and practice of the concept of lifelong learning, evaluation has become a process to promote lifelong learning and sustainable development. Process evaluation is a trinity evaluation of learning motivation, process and effect in the sense of curriculum implementation. Firstly, this paper analyses the problems in traditional teaching mode of Basic Russian, and elaborates the advantages of process evaluation in Basic Russian teaching. Finally, based on the practical teaching experience, this paper puts forward a set of evaluation system and evaluation methods which are suitable for the characteristics of Basic Russian courses and meet the training objectives of applied talents. Teaching practice shows that, after one semester of training, the students, who are trained with the process evaluation method, has improved their abilities in listening, speaking, reading and writing to a certain extent.

1. Introduction

The proposal of “one belt, one road” development strategy put forward by President Xi Jinping in 2013 has brought a new opportunity for the development of compound Russian talents in universities. Under this background, the demand of the society for Russian talents has set off a wave, which provides opportunities for Russian talents. Therefore, in Russian teaching, teachers should continue to research, explore and reform in combination with the requirements of the training objectives of applied talents, and create a characteristic training mode in Russian teaching. In a series of teaching reforms, in addition to the reform of traditional teaching methods, teaching models, teaching design, etc., the implementation of scientific process evaluation is particularly important, which can be used to judge the teaching effect and value, and provide necessary information for improving teaching.

Basic Russian runs through four semesters of Russian major, accounting for about 640 class hours, which plays an important role for Russian learners in the basic stage. The introduction of process evaluation in *Basic Russian* teaching is a crucial teaching link. It not only enables teachers and students to change their educational and teaching concepts, but also improves students' interest in learning Russian and their comprehensive ability to use the language. Process evaluation not only pays attention to the value of learning achievements, but also to the process of learning, which is an important aspect reflecting the level of students' learning quality. This evaluation method emphasizes the intersection and integration of the evaluation process and the teaching process, and emphasizes the internal and open evaluation process. It embeds the evaluation into the teaching process and runs through the whole teaching process, including various methods and strategies. Based on the practical teaching experience, this paper puts forward a set of evaluation system and evaluation methods which are suitable for the characteristics of *Basic Russian* courses and meet the training objectives of applied talents.

2. Problems in Traditional Teaching Mode of Basic Russian

2.1 Rigid Teaching Model

Affected by the education system and teaching model, the teaching of *Basic Russian* courses in China is still dominated by traditional models, and the teaching methods are not innovative enough.

Especially in the *Basic Russian* teaching in colleges and universities, most of the classrooms are mainly teacher explanations, students are passive recipients, and there are few opportunities for practical application. Teachers pay more attention to the explanation of grammar and vocabulary knowledge, but they do not pay enough attention to the practical application of knowledge. Such rigid teaching mode, which only pays attention to the transmission of theoretical knowledge and neglects the exercise of practical ability, is not conducive to the development of students themselves, but also has a negative impact on the improvement of students' comprehensive ability, which eventually leads to the problems such as weak language expression ability and lack of practical application ability.

2.2 Backward Teaching Content

Although the version of *Basic Russian* teaching materials used at present is relatively new, it is still inevitable that there are some older contents or expressions in the textbooks, which are divorced from the development of the times. In addition, with the rapid development of high technology, new words and sentences in Russian are emerging in an endless stream, which cannot be included in textbooks in time, resulting in a serious disconnect between what students learn and what they use.

2.3 Lack of Practical Application

In the teaching process of *Basic Russian* course, most of the teaching content is book knowledge, ignoring the opportunity of creating teaching situation and practical application for students by using the new teaching content. Teachers do not pay enough attention to the cultivation of students' behaviours and emotions, which leads to the inability to effectively mobilize and play the enthusiasm and creativity of students, so that students can not actively participate in Russian teaching activities, and produce rich emotional experience through teaching activities, and experience the fun brought by Russian learning. The lack of practical application and emotional experience has greatly affected the interaction between teachers and students, thus limit the students' understanding of classroom teaching content, and seriously hinder the improvement of teaching quality and students' personal quality.

2.4 Imperfect Evaluation System

The current *Basic Russian* evaluation system is generally divided into two parts: normal scores and final scores. Usually scores account for 30% or 40%, but there is no major breakthrough in the form, basically limited to attendance or homework. Some colleges have mid-term exams, but in the final analysis, test scores are used to judge the quality of students' knowledge. In addition, since the final exam papers account for a relatively large amount, many students take a surprise recitation before the exam, which often fails to achieve the expected teaching effect. Therefore, a single test paper cannot verify the students' actual knowledge of the language.

3. Advantages of Process Evaluation in Basic Russian Teaching

Process evaluation is an activity that instantaneously and dynamically interprets various types of information learnt by students during the teaching process, thereby optimizing the learning process and adjusting teaching strategies to realize value-added activities in the teaching process. Educators believe that the new curriculum should advocate the establishment of a multi-dimensional, multi-subject, multi-method, and academic evaluation system that attaches importance to both results and processes in order to promote learning and promote the overall development of students. On the whole, process evaluation is an evaluation method with equal emphasis on goals and processes. It is embedded in the teaching process and runs through the teaching process. It not only evaluates students' learning results, but also evaluates students' learning process, not only evaluates students' intelligence factors, but also evaluates non-intelligence factors closely related to learning. Introducing process evaluation in *Basic Russian* course teaching has the following advantages.

3.1 Fully Play Various Evaluation Functions

Compared with the traditional final evaluation, the theory of process evaluation is more comprehensive. It not only pays attention to the evaluation criteria, but also pays attention to the students' progress and deficiencies during the evaluation. The process evaluation method will judge the learning effect and course mastery of each student through the different performance of each student in the learning process, rather than only measure students based on a single, rigid standard. Such evaluation method is more in line with the student's multiple intelligence theory, its evaluation effect is more effective and persuasive, and it is also more conducive to stimulating students' learning initiative and enthusiasm, and constantly enhancing students' self-confidence.

3.2 Reflect Students' Learning in Time

Process evaluation is an evaluation that is carried out simultaneously in the process of teacher teaching and student learning. Teaching and evaluation are combined from time to time, so teachers can timely see the deficiencies and needs to be improved in the learning process of students. Process evaluation system can affirm the students' achievements in the learning process in time, and also enable the teachers to guide and guide the students' learning directions and methods, and also correct the students' problems and deficiencies in the learning in time. In addition, the instructors can make appropriate adjustments to their teaching methods and teaching content according to the students' reactions at all times, so that the established teaching goals can be better completed.

3.3 Get More in-Depth Evaluation Information

Process evaluation adopts a variety of evaluation methods, so students can obtain evaluation information from different sides of themselves, peers, classrooms, etc., and teachers can also have a more comprehensive understanding of the learning situation of students. The traditional summative evaluation method only reflects the learning effect of students from one side, but it does not fully reflect the multiple intelligences of students. While the implementation of process evaluation can go deep into all aspects and different levels of students' learning, and comprehensively describe and evaluate students' learning situation and learning effect from different angles. Such evaluation is also more authoritative and persuasive.

3.4 More Sustainable

Different from the traditional summative evaluation, the process evaluation is not a stage evaluation. It is not a one-sided evaluation of students' academic performance from a single aspect, but an effective combination of evaluation and teaching, which runs through the whole process of students' learning. The evaluation process can be carried out uninterruptedly before, during and after students' study. Students will also take such evaluation as a part of their study, and become an important means to promote their own study.

4. Construction of Process Evaluation System in Basic Russian Teaching

4.1 In Listening Training

Listening training is an important part in *Basic Russian* learning. At the same time, students' listening ability is greatly influenced by the poor oral conditions. Russian vocabulary and pronunciation play a key role in the development of listening ability of students majoring in Russian. Therefore, the teaching of *Basic Russian* course should pay attention to expanding students' vocabulary, and at the same time, it also requires students to carry out listening training in the order of easy to difficult when they practice speaking and pronunciation well. The teacher can select some parts of Russian movies and record them as audio, and ask the students to write down the dialogue of the script after listening. At the end of the class, the teacher gives the correct answer, and asks the students to enjoy the original animation and check their listening. After a semester of training, students will gradually like this kind of training method, because such teaching method can let them practice listening in a more relaxed way.

After cultivating students' interest in listening, the listening ability of the *Basic Russian* course should be deeply trained. Teachers could have a certain degree of difficulty when choosing listening content, and move closer to the direction of professional Russian teaching content. The most difficult part is the listening training of current events. Many students are very afraid of this part of the content. They are very nervous when listening, and they can't understand anything. In fact, to understand Russian current affairs news, students should first master the professional vocabulary of all kinds of Russian news. In fact, there are not many words that are called professional words, and the frequency of such words is relatively high and appears repeatedly. Therefore, it is very helpful to understand current events and news to master these news words related to politics, economy, entertainment, science and technology. When teaching listening content, teachers can do real test questions together with students, and gradually find suitable methods in practice. It is important for teachers to teach, but it is more important for students to accumulate experience in practice. Teachers can ask students to independently complete the listening content arranged after each class, and regularly perform listening exercises and tests, and meanwhile record the student's achievements and deficiencies as a direction for future improvement.

4.2 In Oral Training

In the teaching of *Basic Russian*, teachers often focus on the achievements of the papers, but neglect the students' oral expression ability. Therefore, in the process evaluation system, this paper proposes that the teachers should bring the training of oral Russian ability into the classroom of *Basic Russian*.

Part of the students don't like to speak Russian, sometimes even fear to do this. Therefore, the teacher must let the students have the desire to speak Russian in their oral training. Teachers can prepare some topics that students are interested in, and let students practice, and encourage them not to be afraid of making mistakes when speaking Russian. Once students are relieved of their fear and emotional burden, teachers can stimulate students' desire to speak as long as they give proper guidance.

First of all, teachers could guide students to read and retell the text accurately and fluently, focusing on whether students master the basic rules of new words, such as pronunciation, sentence break, voice tone, etc., as well as the fluency and understanding of the article. In addition, in the process of retelling the text, the teacher can ask the students to use the words they have just learned to recombine them in the way they understand the text and express them in their own words. This way of oral training could make students feel that reading the text is just a very simple task, without too much fear. At the same time, they can find many shortcomings in pronunciation and other aspects while completing the task and constantly improve them.

When students go through a stage of reading exercises, they will find their own progress and shortcomings, and improve in time. At the same time, such training also enhances their confidence in oral speaking. In the following oral practice, the teacher uses the way of lively role performance so that students can better use oral Russian in life, and can freely show it.

In order to activate the classroom atmosphere of the oral training part of the *Basic Russian* course, the teacher can also design some oral games in accordance with the students' interests in the classroom, hoping that the students can fully mobilize their interest in learning in a relaxed atmosphere. This kind of topic can let students open their imagination space, make full discussion in the form of groups, enhance their consciousness, and let students give full play to their oral Russian level in a pleasant and relaxed environment. In such a link, teachers have no fixed arrangements and special answers, which can be given full play by students. At the same time, teachers can give students a positive evaluation as encouragement, after students express their opinions.

4.3 In Reading Training

In the *Basic Russian* course, text reading is the most frequent reading way for students. In addition, Russian newspaper reading and Russian extracurricular reading are the most common reading activities for Russian majors. However, in the later stage of the course, students are required

not only to understand the basic contents of the *Basic Russian* text, but also to have certain reading speed and reading skills, that is to say, to complete the established reading task within the specified time. Students should understand the specific requirements of reading ability in *Basic Russian* course, to find out their own shortcomings in reading, and make their own reading learning plan according to their actual situation.

In the process of reading training, readers will make corresponding prediction response to the article according to the information provided by the article and their previous knowledge reserve. Sometimes subjective predictions may not be very accurate or detailed. If students can exclude the most unlikely prediction and choose the most natural and possible prediction, they can read faster and faster. In reading training, students will inevitably encounter some new words or complex sentence structures that are difficult to understand, so some students would like to look up the dictionary while reading, hoping to understand the content of the article smoothly. However, it is this wrong reading method that pays too much attention to details that causes readers to separate the details of the article, thus hindering the overall understanding of the whole article.

After the students master some basic reading skills, the teacher can arrange some tasks in the reading training so that the students can complete the reading in a limited time. The teacher assigns 4 to 5 reading tasks to the students each time, so that the students can complete the reading task as soon as possible and accurately within the specified time.

4.4 In Writing Training

In *Basic Russian* learning, most students have realized the importance of writing training, and hope to get the teacher's patient guidance in writing. At the same time, they lack confidence and show little interest in Russian writing.

Traditional writing teaching is to let students complete an article in a limited time and give it to the teacher to correct the mistakes in it. This kind of writing method can make the teacher find out the students' shortcomings in writing and guide them, but the students will lose their enthusiasm in writing if they use this kind of practice mode for a long time. Some students even simply copy an article from the Internet and give it to the teacher to deal with, and the negative attitude of the students will be transmitted to the teacher accordingly. This kind of writing practice not only does not give students enough opportunities to practice, but also does not find the fun that writing brings them, and it will also add a lot of burden to teachers for homework correction.

Teachers can give students a lot of time to write freely at the initial stage of writing, without restricting the topic, so that students can fully express their ideas and attitudes towards things. In the process of writing training, teachers should also focus on students' progress and ignore their mistakes in writing, so that eliminate the students' fear, let them speak freely and express the emotion they want to express. Once students are recognized by teachers in writing, their interest in writing will also be stimulated, and their desire for writing will become higher and higher, which is a crucial point in the future writing training.

Considering that it takes a lot of time to review and write, the teacher usually can't give timely feedback to the students' works on their own. Therefore, in the process evaluation system, teachers can also adopt the method of mutual evaluation and correction among students, that is, at the beginning of the writing process, the teacher selects several representative articles and analyzes them together with the students, so as to guide the students to master the correct methods to review their peers' compositions. This kind of mutual evaluation can enable students to constantly discover the original opinions and novel examples of others' articles while evaluating others' articles, and can also have a certain positive impact on their own writing invisibly. In the process of writing evaluation, teachers should give students a certain, relatively independent space to play a positive role in the evaluation. At the same time, in the process of teaching evaluation, teachers should also provide full guidance and correction, and at the end of the review, teacher should make necessary summary of this review, so that students can gain and improve in each writing evaluation.

5. Conclusion

The credit system reform of *Basic Russian* course has changed the traditional assessment mode, but the traditional summative assessment only evaluates specific knowledge and skills, but cannot really reflect the learning process of students. While the main idea of process evaluation is that all the results with educational value should be supported and affirmed by the evaluation, and it advocates the trinity evaluation of learning motivation, process and effect. This concept has been implemented due to their various evaluation methods.

Based on the practical teaching experience, this paper puts forward a set of evaluation system and evaluation methods which are suitable for the characteristics of *Basic Russian* courses and meet the training objectives of applied talents. After one semester of training, the students, who are trained with the process evaluation method, has improved their abilities in listening, speaking, reading and writing to a certain extent.

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