



Innovation and Practice of "Three-Dimensional Integration" Teaching Model in Russian Grammar Course in the Information Environment

Jing Cheng

School of Foreign Languages, Xinjiang Uygur Autonomous Region, Shihezi University, Shihezi, Xinjiang 832003, China.

Project: 2018 Educational and Teaching Reform Project of Shihezi University: Innovation and Practice of "Three-Dimensional Integrated" Teaching Model in Russian Grammar Course in Information Environment (KG-2018-22)

Abstract: Based on the analysis of the problems existing in the traditional teaching model of the Russian grammar course, this paper takes the Russian major of the college as the pilot, advocates the teaching concept of "student-centered and teacher-led", and proposes a "Three-dimensional Integration" teaching mode to stimulate students' enthusiasm and interest in learning Russian grammar, and cultivate students' self-learning ability under the network environment to improve classroom teaching effect and teaching quality.

Keywords: "Three-Dimensional Integration"; Teaching Mode; Russian Grammar

1. Introduction

The Russian grammar course is the core course of the Russian major, that occupies an irreplaceable position. However, due to the complexity of Russian grammar itself, grammar courses have become a problem for students in the learning process. In the traditional teaching model, teachers suffer from no better methods and ways to explain courses and impart knowledge, worry about grammar class problems, cannot organize classrooms vividly and flexibly, nor improve teaching quality. Students are afraid of cumbersome and complicated grammar rules and are lack of interest, cannot transform grammatical knowledge into practical ability, cannot properly, accurately and flexibly apply the grammatical rules and knowledge it has learned to communication and writing, so that the teaching effect is not ideal.

In the actual teaching process, the author found that the "Three-dimensional Integration" teaching model can better solve the main problems in the Russian grammar classroom teaching, so that students no longer fear grammar, making the grammar course from obscure rule memory to flexible and dynamic learning process.

2. The concept of "Three-dimensional Integration" teaching model

Larson-Freeman's "three-dimensional view" is mainly interpreted from the language itself and the level of knowledge learning, that is, the three elements of language "form, meaning, usage". Due to the popularization of teaching informatization and the richness of multimedia teaching methods, in the course of continuous teaching practice, the author has further improved the "Three-dimensional Integration" based on the actual teaching situation of the college where he is located, and interpreted the understanding of "three-dimensional" from the language level to the classroom organization, namely the three dimensions of "in class, after class, online". Therefore, under the teaching tenet of "Teacher-led and Student-centered", two main teaching principles have been formed: one is the three-dimensional view of knowledge interpretation: "form, meaning, usage"; the second is the three-dimensional view of teaching organization: "In class, After class, Online."

3. Implementation of " Three-dimensional Integration " teaching mode

3.1 Three-dimensional integration of knowledge interpretation: Teachers guide students

Copyright © 2020 Jing Cheng

doi: 10.18282/le.v9i4.941

This is an open-access article distributed under the terms of the Creative Commons Attribution Non-Commercial License

(<http://creativecommons.org/licenses/by-nc/4.0/>), which permits non-commercial use, distribution, and reproduction in any medium, provided the original work is properly cited.

to understand and grasp the most basic characteristics of knowledge, that is, the three dimensions of form, meaning and usage.

The three-dimensional integration teaching has broken through the morphological and syntactic levels of the traditional grammatical view at the language level, especially the use of dimensions to bring the understanding of grammar and its use into the unit of language communication and discourse. The traditional view of grammar regards grammar as a single dimension, and its static form is prescribed, ignoring the dynamics, complexity and variability of grammar in communicative use. In actual grammar teaching activities, teachers should not only guide students to understand and master the correct grammatical structure forms, but also let students understand the true meaning of grammatical forms and learn to use grammatical forms properly. The purpose of grammar teaching is to enable students to properly and autonomously use grammar to achieve the purpose of communication.

In addition, this part can also use "mind mapping" to consolidate learning. Mind mapping is an effective mode of thinking. It is a thinking "map" of memory, learning, thinking, etc., which is conducive to the expansion of thinking. It is helpful for students to reasonably link complex and varied grammatical knowledge and rules to form a complete knowledge memory system.

3.2 Three-dimensional integration of teaching organization: The implementation process of the "Three-dimensional Integration" teaching model in the actual teaching organization is divided into three steps.

First, learning after class. One is that students must prepare before class. This kind of preparation is not simple grammatical memory and reading, but to sort out and summarize the grammar. The teacher decides the difficulty of the explanation according to the status of the student's preparation. The second is that teachers must arrange homework assignments scientifically and reasonably. Unlike traditional assignments, the main emphasis here is on the use of grammar, that is, by arranging writing and translation tasks, students can further consolidate the knowledge they have learned.

* Teachers check the completion of students' homework in an appropriate way and encourage students to give scores to their own previews.

Second, the classroom teaching part. Teachers should uphold the principle of taking students as the main body, taking grammar rules as the basis and using grammar as the purpose. It mainly adopts a three-step teaching mode: one is grammar classroom teaching. In the classroom, according to the status of students' preview, the teacher will introduce in detail the grammar that the students have not acquired. If students have mastered it, this can be introduced briefly. Teachers should provide students with tests related to the content of the lecture as much as possible. The second is a situational simulation. The students compile and explain the short essays according to the knowledge points in this section, then other groups of students translate and evaluate, so that the students can have dialogues and exchanges in the classroom to truly master the grammar rules. The third is cooperative learning. Students conduct various cooperative communication modes in groups, such as asking questions and answering each other, taking notes or commenting on each other, or discussing, etc., to broaden students' thinking, cultivate students' creativity, and better master the language.

* Students in groups (2-3 people in each group) perform scenario reproduction and cooperative learning, and other groups evaluate and score.

Third, online learning, monitoring and feedback. The interactive self-learning of "Russian Grammar" can make up for the lack of classroom time. After class, self-study solves the doubts and other problems, assisted by the teacher's guidance. Including online guidance and answers release and correction, questions, teaching resources, teaching evaluation, summary, and feedback through QQ, WeChat, etc.

Assignments, exercises, and corrections are based on the teaching chapters, knowledge points and difficulty level. Online centralized and individual question answering after class is based on each chapter.

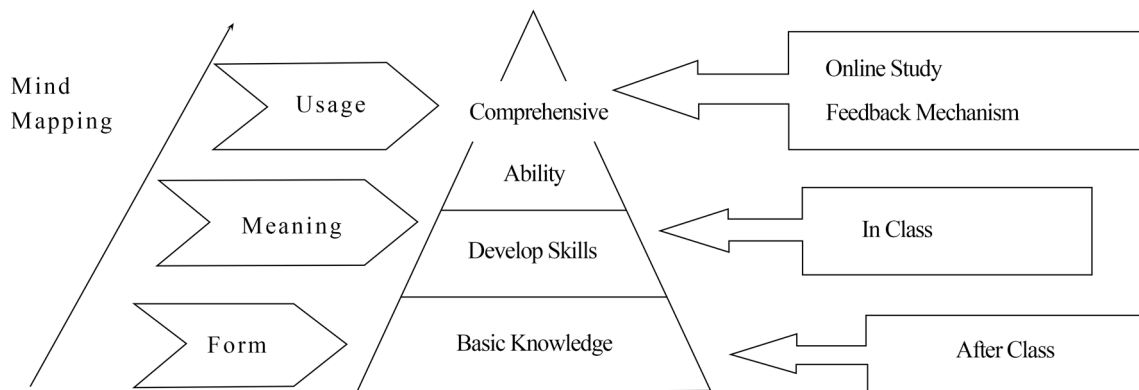
Online tutoring and Q&A are mainly conducted through the QQ group and WeChat. Teachers regularly answer students' questions through the QQ group, WeChat, etc., and realize network-assisted teaching in real time. At the same time, special tests can be provided online including error-prone and difficult points, so that students can conduct self-learning and self-correction by clicking the URL. Teachers regularly check and answer students' questions.

Network test questions and tests include a series of test questions and special tests. The test questions include special training, simulations, and real questions from the national Russian Exam Band 4, to match with each knowledge point. Students can practice independently as needed. The test mode includes unit test and stage test questions for teachers to choose according to the actual learning situation of students.

Curriculum teaching resources include not only conventional teaching resources such as syllabus, lesson plans, and teaching courseware; but also teaching points, relevant factual news hotspots, related scientific research achievements,

and summary of student notes. The main points of teaching are to show the major and difficult points of teaching in the form of PPT for students to learn. It is expected that the display of relevant teaching achievements will help students broaden their horizons and foster academic interest. In addition, the second classroom can be developed, and the development of special columns such as Russian news, Russian songs, short videos, and micro-classes related to the knowledge points can effectively stimulate students' interest in independent learning, broaden their knowledge, and enhance their grammar knowledge, which can be broadly practiced and used.

With the introduction of online teaching, self-learning, and evaluation mechanisms into the teaching process, these have become necessary teaching content rather than selective activities.



★ Under the “Three-dimensional Integration” teaching model, the students' knowledge absorption ability and comprehensive application ability show a pyramid-like development trend.

4. Conclusion

The “Three-dimensional Integration” teaching model has two principles of teaching, and from these two principles, the interpretation of the three-dimensional model is developed, that is, the three-dimensional view of knowledge interpretation (form, meaning, usage) and the three-dimensional view of teaching organization (in class, after class, Online). This not only solves the three major problems of students' difficulty in understanding grammar knowledge, memory, and usage, but also can effectively organize teaching links, improve teaching effects, and guide students to build a complete knowledge system with the help of mind mapping.

The “Three-dimensional Integration” teaching model emphasizes that taking students as the center and introducing a variety of assessment methods, which can not only help students absorb, master grammar knowledge quickly, accurately and systematically, but also stimulate students' interest in learning, organize classroom teaching efficiently, make up for the limited classroom time and solve students' difficulties in after-school learning. Teachers are encouraged to learn students' feedback on the entire teaching process in a timely manner through student notes and PPT reports, so as to accumulate experience and timely adjust and improve the subsequent courses.

References

1. Ren X, Wang Z. University multimedia classroom teaching reform based on the mind map. *Science and Technology and Management* 2011;
2. Xu H. Application study of cooperative learning in English Grammar teaching in high school [dissertation]. Chongqing Normal University; 2016.
3. Zhao Y. Experimental research on junior middle school English grammar teaching under the framework of three-dimensional grammar [dissertation]. Shanxi Normal University; 2017.
4. Zhao D, Wang J. Dialysis of hot and difficult problems in the reform and development of Russian major teaching in Chinese universities. *Journal of Xi'an International Studies University* 2014.