

The Application of Russian Culture in Russian Teaching

Beibei Guo

Shandong Vocational University of Foreign Affairs (SW), Weihai, Shandong 264500, China

Keywords: Russian Culture, Russian Teaching, Language, Application Research

Abstract: With the deepening of the reform of quality education in China, many schools in China have already offered language learning courses in different countries, including Russian. The effective integration of cultural factors in language learning can improve the quality and efficiency of language learning. It is said that Russian culture and Russian learning have a strong correlation, and they are interdependent. In the process of language learning, language and culture complement each other and restrict each other, which provide an important environment for more language learners. In Russian learning, the efficiency of language mastery and the introduction of concepts are related to culture. Therefore, the Russian teaching in Colleges and universities can make students break the cultural differences and understand the use of Russian through the study of Russian culture. It can improve the students' Russian learning effect, and teachers should pay enough attention to it. This paper mainly explores the relationship between Russian culture and Russian teaching, hoping to better integrate Russian culture into Russian teaching, so as to ensure the effective use of Russian by students.

1. Introduction

People have studied culture for a long time [1-2]. In the process of communication between different nationalities, we should not only master each other's language expression forms, but also be familiar with each other's national culture, which is what we call cross-cultural communication. Language words and sentences are the accumulation of cultural information. Any deviation from habits will change the special information expressed in the original structure and produce different meanings. This is why in the process of learning Russian, explaining cultural traditions and learning cultural knowledge must be an important link and a very important teaching content [3-5].

Learning a foreign language is actually a cultural system for learning it. The purpose is to teach students to master the language they learn, so that they can communicate effectively in Russian in their future work and communication, and improve their overall cultural quality [6]. One of the main purposes of Russian learning is to use this communication tool to communicate ideas and transmit information when contacting with Russian users. Besides, knowing foreign languages can help to broaden the horizon and enhance the perception of reality, because these are defined by language [7].

From the two aspects of culture, culture is the way of survival and activity of a nation or society. In a society, culture is full of all fields and industries of the whole society, which is the concentrated embodiment of people's behavior and thoughts [8]. Due to the differences in customs, traditions and environment of various nationalities and countries, their social status is also very different. The thinking mode and cultural customs of each nation are also passed down from generation to generation under this solidified social environment [9]. Therefore, in language teaching, to master a language, we must understand the culture of the nation. In Russian learning, teachers should pay attention to the integration of cultural factors in teaching, integrate language and culture, and encourage students to participate in some cross-cultural exchange activities, test their learning through practice, and turn the theoretical knowledge learned into practical ability. While mastering language ability, they should understand the customs and customs and cultural traditions of Russian nation [10].

2. Russian Culture and Russian Teaching

2.1 Relationships between Culture and Language

In the process of Russian learning, there is often such a misunderstanding. People often think that language learning only needs to know grammar knowledge and expression rules. On this basis, even if the foreign language curriculum is the main course, it can be accumulated. This is not enough. In the process of foreign language learning, it is very important to understand the specific cultural background for the overall learning of a country's language and culture, and also a link that cannot be ignored in Russian learning. Language and culture are closely related. If we lack of understanding of the national conditions and culture, it is difficult to understand the correct use of Russian in practice. Therefore, we think it is very important to introduce Russian culture into Russian teaching. This process not only strengthens the students' language ability, but also enables them to understand the process of language development in the real Russian culture, and have effective expression standards, so as to communicate easily in the language. However, the introduction process also has its use principle, only under the guidance of scientific methods, can it achieve better results. Nowadays, education is very important in society. Language is an important tool of culture. Culture also limits the formation and development of language to a certain extent and the language without cultural background is monotonous and boring.

2.2 Cultural Introduction in Russian Teaching

In class, teachers should try to realize the method of paying equal attention to language and national culture, and endow pronunciation, vocabulary and grammar with relevant cultural background. A new Russian student should acquire the cultural knowledge of this nation while learning Russian. Therefore, let beginners know the phenomenon and factors of Russian culture is conducive to their learning Russian and forming good habits. Different countries have different cultural customs and backgrounds, and each language has its own specific social and cultural background. In a sense, if there is a lack of understanding of the cultural background of the Russian nation, the profound understanding and mastery of its language will be limited. For example, in China, it is customary to say "did you eat" or "where are you going". Russians think this is an invasion of privacy. They are used to saying, "how are you doing?" or "good morning", "good day" and "good night". In Russian culture, time division is different from that in China. Russian is used to divide the time into four stages: 4:00-11:00, 12:00-16:00, 17:00-23:00, and 24:00-3:00.

3. Experimental Ideas and Design

3.1 Experimental Ideas

Russian teaching is not only to cultivate students' five skills of "listening, speaking, reading, writing and translation", but also requires students to have an accurate understanding and evaluation of foreign culture. The success and failure of teaching practice in recent years show that if the foreign language curriculum cannot guide students to accurately understand the culture of the destination country, there will be two possible results: the first is that students blindly worship foreign culture, resulting in the so-called "Russian complex", believing that everything in this country is perfect. The other is that students often have "cultural shock" syndrome when they communicate with Russians. Therefore, the existing Russian teaching must help them identify cultural symbols closely related to Russian national consciousness and establish cultural trust in their own country.

3.2 Experimental Design

In the design, this paper adopts two forms: questionnaire survey and field interview. 894 college students and 68 teachers who teach Russian are selected as the sample. Among the interviewees are college students and professional teachers. This study aims to explore the current situation of public Russian teaching in Chinese universities. Through the analysis of questionnaire survey and interview results, 108 students and professional teachers are analyzed and divided into two groups, one is the student group; the other is the teacher group. After one semester of teaching, we

investigated and analyzed the opinions and opinions of the two groups, and the results are shown in Table 1. Based on the survey results of the two groups, we can conclude that there are still some big problems in Russian teaching.

Table 1. Survey and analysis of students' and teachers' opinions on Russian Teaching

Investigation factors	Students group (%)	Teachers group (%)
Backward education and teaching concept	68.2	72.9
Russian teaching method is backward	75.1	61.8
Backward teaching technology	48.3	56.2
Lack of cultural introduction	86.7	89.4

4. Discussion

4.1 The Introduction of Russian Culture into Russian Teaching

Language is the reflection of the world. The differences between Chinese and Western cultures will inevitably lead to differences in language phenomena, such as word meaning, metaphor understanding and imaginative meaning. Language is an inseparable part of culture. Only mastering the language symbol system without learning its culture will lead to the misuse of Russian Sentences and make pragmatic errors. This is why it is necessary to cultivate students' communication ability and integrate Russian culture into language learning. The incorporation of Russian culture can stimulate students' interest in learning and meet their language learning requirements, thus promoting the use of College Russian and having a positive impact on their Russian learning. It can be seen from Figure 1 that both teachers and students are satisfied with the application of Russian culture in Russian teaching. In the view of students, the introduction of Russian culture enables them to understand the unique things and phenomena of Russian national culture, and will not cause obstacles in understanding and communication. It is helpful for students to deeply understand the cultural background knowledge and national conditions knowledge of the text content, and expand the students' knowledge. For teachers, there are many idioms, proverbs, proverbs and proverbs with rich national culture and national color in the process of Russian teaching. These idioms, proverbs and proverbs cannot be understood from the surface, but must be explained from the cultural background. On the one hand, the introduction of culture in Russian teaching can stimulate students' interest in learning Russian, on the other hand, students can not only greatly improve their reading comprehension ability, but also can use them correctly in practice after knowing these words, phrases, idioms and proverbs with cultural significance. Generally speaking, the introduction of culture in Russian teaching makes students and teachers feel satisfied and can better meet their needs.

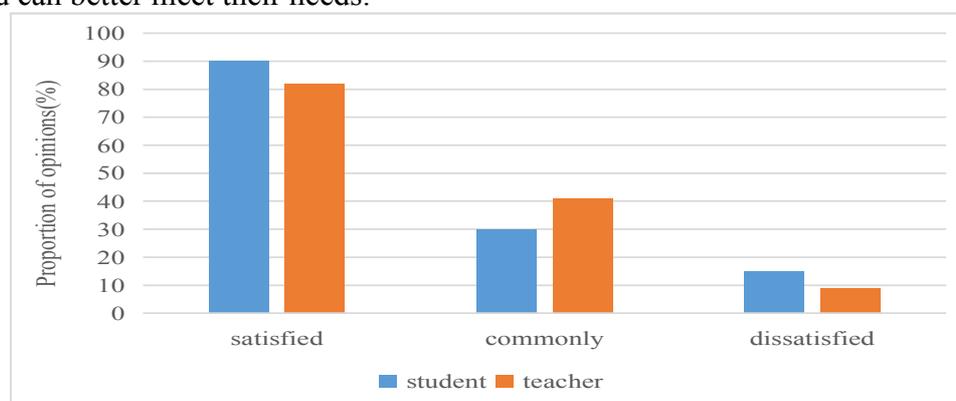


Figure 1. A survey of students' and teachers' satisfaction with cultural introduction in Russian Teaching

In addition, this paper further investigates the students' academic performance and Russian application after introducing Russian culture into Russian teaching process. The results are shown in Figure 2. The key to Russian teaching is to train students in listening, speaking, reading and writing, so that students can not only learn Russian grammar knowledge, but also improve their ability to use Russian for dialogue and communication. To achieve this goal, teachers must teach students two types of practical knowledge, one is the basic knowledge of Russian; the other is the use of Russian knowledge and communication rules. Giving full play to the function of Russian social communication and making students master the knowledge based on Russian learning through the application of Russian culture in Russian learning will not only help students form a good habit of thinking, but also help them to achieve the purpose of learning Russian, participate in Russian learning, and help students integrate into Eastern and Western cultures in their study Cultural achievements.

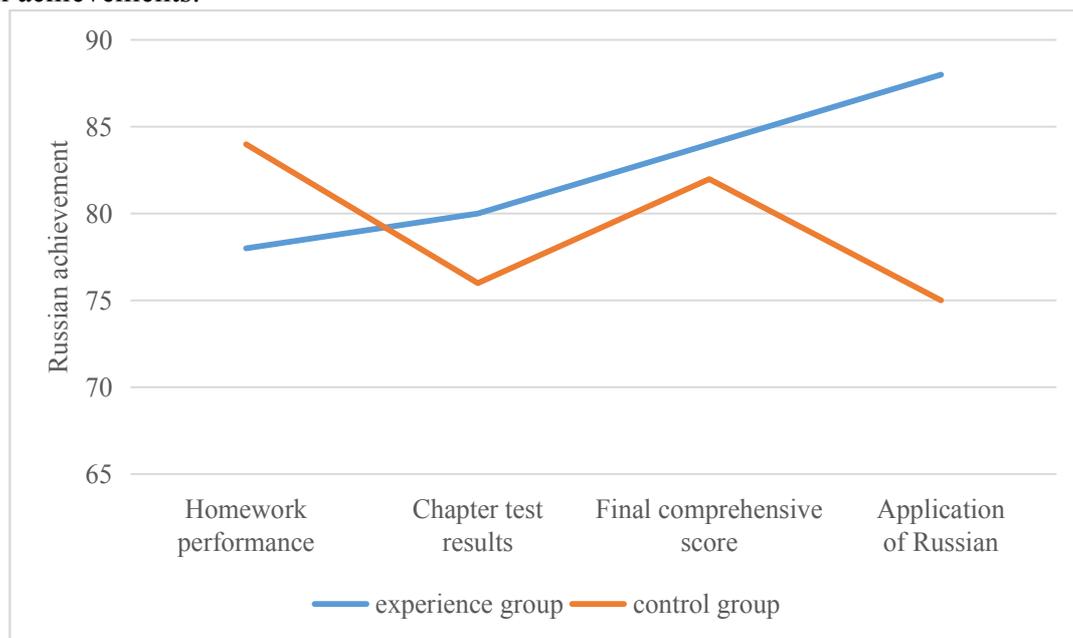


Figure 2. A survey of students' Russian learning after introducing Russian culture

4.2 Suggestions on the Application of Russian Culture in Russian Teaching

1. Change the concept of Russian teaching and attach importance to the introduction of Russian culture

Concept is the key factor affecting Russian learning behavior, and changing Russian learning concept is the key to ensure the full play of Russian culture in Russian learning. The change of Russian classroom education concept can also make students understand Russian knowledge and improve the classroom effect. In this case, first of all, Russian teachers must accurately and effectively recognize the complementary and incentive role of Russian culture and Russian learning, and actively explore effective measures to promote the development of Russian teaching. Second, we should implement the student-oriented teaching concept, fully respect students' understanding of Russian culture in the classroom, guide students to actively and deeply understand Russian culture, and introduce the knowledge points of Russian learning, so that students can fully shine in the classroom learning process and maintain strong interest in learning.

2. Infiltrate the thinking of cultural background into Russian teaching

After enjoying a beautiful Russian song, we can ask, "do you like this song? What do you think of this piece of music" Promote children's language skills. Listen to more music nursery rhymes; find the right rhythm, to understand Russian words are very helpful. However, in daily teaching, I feel that understanding culture and Russian customs is not doing a proper job, it is a teacher's dereliction of duty, and he has not completed the classroom task well. However, it is a training of thinking. Because this is the cultivation of the most basic quality, children will be willing to learn more knowledge and cultivate their learning ability.

3. Change "Narration" to "cultural thinking penetration"

In Russian language teaching, the infiltration of cultural consciousness is to give full play to the guiding role of teachers, the purpose is to let children form Russian thinking. At the same time, some teachers pay attention to the cultivation of children's aesthetic taste in Russian teaching. Children remember, will also be more profound understanding of this sentence, and at the same time will love their parents. It is very important to master the deep cultural background and repeatedly listen, read and cultivate the sense of language. At home, play games with children, communicate more, help children learn Russian, and influence children imperceptibly; in family life, read with children, create appropriate family education with Russian style, and experience the scene in Russia. Due to the lack of cultural background and language environment of Russian society, we can employ foreign teachers or teachers with background of studying in Russia to guide students.

5. Conclusions

Learning a foreign language is not only to learn a language, but also to learn a foreign language with cultural factors. Even the best foreign language teachers may be restricted by culture due to lack of understanding of the conditions. For Chinese students, Russian learning is not only to acquire language skills, but also to stimulate their curiosity and interest in learning. Russian has great cognitive value and cultural background, which can help them learn Russian well. People and cultures in different countries are different, but there are also similarities. The purpose of Russian learning is to obtain cultural identity, eliminate prejudice and rejection of Russian, learn culture with language, and learn language from culture. Culture is not only the purpose of Russian learning, but also the use environment of learning Russian. Learning Russian should be grasped from the height of culture. Therefore, from the cultural height to grasp the significance of Russian learning, this can let students experience the existence of human common beauty.

References

- [1] Popkova E. The Backyard of EFL Teaching: Issues Behind L1 Prosodic Interference in Russian English. *Social ence Electronic Publishing*, 2017, 1(4):37.
- [2] Wei Min, Jiang You. A preliminary study on the application of English loan words in the Russian teaching of aviation majors. *Journal of Juamjusi Education Institute*, 2016, 000(004):373-373.
- [3] Zhou Xiaowei. The Role of Chinese Traditional Culture in Teaching Russian in Private Colleges and Universities under The Belt and Road Initiative%One belt, one road initiative and China's traditional culture in the teaching of Russian in private colleges and Universities. *Foreign trade and economic cooperation*, 2018, 000(012):135-136.
- [4] Zhu H. The Application of Situational Teaching Method in Comprehensive Russian Curriculum. *Journal of educational theory and management*, 2019, 003(001):P.36-40.
- [5] Verbitskaya L A, Zinchenko Y P, Mafykh S B, et al. Cognitive foundations of successful teaching of the Russian language: A cross-cultural study. *Voprosy psikhologii*, 2017, 2017(1):26-40.
- [6] Целищева Е.Ф. Проблемы перехода на эффективный трудовой контракт в муниципальных образовательных учреждениях культуры. *Russian Literature*, 2017, 4(29)(1):37-47.
- [7] Kaisi A A, Morgun O R, Akhangel'skaya A. Creating the most effective tools to flip your foreign language classroom (teaching experience in Russian as a foreign language). Luis Gómez Chova, 2019:págs. 2501-2511.
- [8] Tyabaev A E, Sedelnikova S F, Voytovich A V. Student-Centered Learning: The Experience of Teaching International Students in Russian Universities. *Procedia Social & Behavioral Sciences*,

2015, 215:84-89.

[9] Ivygina A, Pupysheva E, Mukhametshina D. The Role of Local History Texts in Implementing the Culturological Approach to Teaching the Russian Language: the Basic General Education Level. *Journal of Social Studies Education Research*, 2018, 9(2):160-171.

[10] Krasnykh V V. The Importance of Studying Linguoculture for Theory and Practice of Teaching Russian as a Foreign Language. *Bulletin of the Moscow State Regional University (Russian Philology)*, 2018(2):46-55.