

# Reform and Exploration of Russian Teaching in Colleges and Universities in the Digital Intelligence Era

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**Abstract:** In the context of the continuous iteration and development of information technology, intelligent teaching methods have become the main trend in college education. With the acceleration of globalization, there is a growing demand from society and industries for professionals who possess not only specialized Russian knowledge and language skills but also cross-cultural communication and information technology application capabilities. Against this backdrop, it is urgent for Russian teaching in colleges and universities to undergo digital transformation to cultivate Russian-language talents that meet the needs of the era.

**Keywords:** Information technology; Teaching reform; Globalization; Russian teaching

**Online publication:** July 28, 2025

## 1. Introduction

In the digital intelligence era, information technology has witnessed rapid development, and its application value in the field of higher education has gradually become prominent. The informatized and intelligent teaching model represents the development direction and trend for Russian-language majors in colleges and universities. Relying on information technology to enrich teaching content, innovate teaching methods, and create intelligent classrooms is a crucial measure for the current transformation of Russian teaching in colleges and universities. This is conducive to improving teaching quality and cultivating high-quality Russian-language talents<sup>[1]</sup>. Especially in the context of globalization, the international nature of college Russian education and the requirements for talent cultivation have become more prominent. This makes it necessary for college Russian teaching to change the traditional teaching model and organically integrate information technology with Russian teaching to promote the digital transformation of college Russian teaching.

## **2. The necessity of reforming Russian teaching in colleges and universities in the digital intelligence era**

### **2.1. Conducive to promoting the all-around development of students**

The reform of Russian teaching in colleges and universities meets the practical needs of cultivating Russian-language talents in society and industries in the digital intelligence era. With the acceleration of globalization, there is an urgent need for new-era compound talents with professional Russian knowledge and skills, cross-cultural communication abilities, innovation capabilities, and information technology capabilities. The wide application of information technology provides opportunities for cultivating foreign-language talents in the digital intelligence era. Based on promoting the reform of Russian teaching, it can continuously optimize the curriculum system, innovate teaching models, and improve students' language expression and cross-cultural communication abilities. Moreover, integrating information technology with Russian teaching can also enhance students' information literacy and promote their all-around development<sup>[2]</sup>. In addition, the introduction of information technology in college Russian teaching can not only achieve knowledge sharing but also carry out more diverse teaching activities, providing students with rich learning paths and improving learning efficiency.

### **2.2. Conducive to promoting the digital transformation of colleges and universities**

In the new era, information technology has a profound impact on the development trends of industries and education, innovating new forms and models of education. As an important part of college foreign-language education, Russian teaching must be reformed to effectively utilize information technology in education and teaching, meet students' personalized learning needs, and further promote the digital transformation of colleges and universities. Meanwhile, the wide application of information technologies such as artificial intelligence and big data has changed the industry's demand for Russian-language talents. Only those with cross-cultural communication abilities, language application abilities, and digital skills can better adapt to the changes of the times. The digital transformation of colleges and universities is imminent<sup>[3]</sup>. Under such circumstances, teachers should be aware of the importance of promoting teaching reform in the digital intelligence era for students' development.

## **3. Problems existing in Russian teaching in colleges and universities**

### **3.1. Low student learning interest**

The main content of college Russian teaching is rather complex, covering grammar, vocabulary, listening, speaking, writing, etc. Moreover, its pronunciation and spelling rules are quite different from those of Chinese, which may make learners feel frustrated during the learning process, thus affecting their learning interest and gradually sapping their motivation to learn Russian, forming a vicious cycle. Besides, students lack a good motivation for learning Russian. They think that learning Russian is just to pass exams and obtain corresponding certificates and diplomas, so they do not pay enough attention to it<sup>[4]</sup>. At the same time, existing Russian textbooks may be too serious, lacking in fun and practicality. Students have few opportunities to use Russian in their daily lives, which makes it difficult to stimulate their interest in learning Russian.

### **3.2. Single teaching model**

In the digital intelligence era, problems such as insufficient educational capabilities, backward teaching concepts, and a lack of innovation among college Russian teachers have gradually emerged. Among them,

the single teaching method is the most prominent issue in current college Russian teaching. Specifically, due to the influence of traditional teaching concepts, some college Russian teachers have a low acceptance of information technology and an incomplete understanding of it. They believe that the application of information technology will disrupt the normal teaching order to some extent, so they stick to traditional teaching methods<sup>[5]</sup>. In addition, although some teachers introduce information technology into teaching, due to their unfamiliarity with information technology and insufficient understanding of intelligent teaching, the teaching remains at a superficial level, and the core educational concept still centers around the teacher. The phenomenon of rigid teaching occurs frequently. Such problems directly lead to the lack of pertinence and effectiveness in college Russian teaching, thus affecting teaching reform.

### **3.3. Insufficient information literacy of teachers**

Information technology has great application value in the field of education and serves as an important driving force for promoting the intelligent transformation of colleges and universities. Improving teachers' digital application capabilities is related to the speed of educational innovation and intelligent development in colleges and universities. However, some Russian teachers are relatively weak in the application of information technology. They simply use computers and multimedia devices for teaching and cannot comprehensively apply information-based tools in teaching activities. They struggle to apply information technology flexibly and fail to tailor their teaching to students' individual needs. At the same time, some Russian teachers lack sufficient information-based teaching experience and practical experience, making it difficult for them to deeply integrate information technology into classroom teaching. Especially when facing new technologies and new equipment, teachers are less likely to actively try new technologies and methods due to a lack of sufficient training and support.

## **4. Practical paths for reforming Russian teaching in colleges and universities in the digital intelligence era**

### **4.1. Enriching teaching content to improve students' cross-cultural competence**

Textbooks are crucial for educational and teaching activities. Auxiliary textbook content is essential for promoting teaching reform and cultivating high-quality talents. In the digital intelligence era, enhancing students' cross-cultural communication ability has become a key task in college Russian teaching. To better cultivate students' cross-cultural communication ability, teachers need to make full use of information technology to expand and enrich teaching content, helping students better understand Russian knowledge, improve language application ability, and enhance cross-cultural competence<sup>[6]</sup>. Firstly, college teachers should, based on students' learning characteristics and actual needs, use the Internet to collect and integrate a series of resources such as Russian practice videos, Russian dialogue materials, and Russian cultural introductions. By enriching teaching content, it can better align with the language and cultural background of the Russian language and the social demand for Russian-language talents, cultivating students' cultural understanding and application abilities, and thus enhancing their cross-cultural communication awareness. Secondly, teachers can download bilingual texts related to Sino-Russian cross-cultural communication from online platforms. These texts should include the original Russian text and Chinese translations for students to compare and study. For more difficult Russian articles, teachers can upload detailed annotations and explanations to the online learning platform to help students understand the cultural elements and communication details in the original works.

At the same time, students can directly download materials that meet their needs from Internet platforms. In this way, they can more intuitively feel the charm and importance of cross-cultural communication and improve their Russian language ability and cross-cultural understanding at the same time<sup>[7]</sup>. Finally, teaching content should include real-world cases that meet industry needs in the digital intelligence era, such as diplomatic cases, enterprise cooperation cases, and cross-cultural communication examples of students in different scenarios. These cases should be authentic, typical, and representative, enabling students to better understand the differences between Chinese and Russian languages and cultures and learn to use languages appropriately in different situations. In addition, in the digital intelligence era, exchanges and cooperation between countries are constantly strengthening, and the application of information technology in Russian communication is becoming more widespread. Therefore, teachers should keep up with the pace of the times and incorporate information-based knowledge and technology into the curriculum to help students improve their information technology application ability and better carry out cross-cultural activities.

## **4.2. Implementing the flipped classroom teaching model to enhance the effectiveness of education**

In the digital intelligence era, information technology has developed rapidly and is widely used in the field of education, providing more and more efficient innovative means for the reform of college Russian teaching. In traditional Russian classrooms, teachers are the main body of teaching. Moreover, some teachers usually use Chinese to explain theoretical knowledge during the teaching process, ignoring students' personalized needs and making students passive learners, which hinders the improvement of students' cross-cultural communication ability. In the digital intelligence era, teachers should use advanced information technology to continuously innovate teaching models, stimulate students' learning interest, and create a more active cross-cultural language environment for students<sup>[8,9]</sup>. The flipped classroom is a new teaching model that can transfer the knowledge-transfer and understanding parts in traditional classroom teaching to students' independent learning time, and transform the role of teachers into that of a guide who helps students learn and discuss. Therefore, teachers can implement the flipped-classroom teaching model with the help of advanced information technology. Specifically, teachers can record explanatory videos according to the teaching content. They can also invite Russian teachers to participate in the recording of some videos to make the content closer to Russian language habits and cultural backgrounds<sup>[10]</sup>. Then, teachers can upload the recorded videos to the online learning platform to guide students to learn and practice. Each video should be about 10 minutes long, and the content should focus on key cultural background knowledge and typical rhetorical devices to ensure that it is concise and accurate.

At the same time, teachers can set learning tasks on the online learning platform and let students complete the tasks independently based on the materials on the platform. Teachers can observe their task-completion status in real-time to improve their autonomous learning ability and lay a foundation for improving the quality of subsequent classroom teaching. In addition, in classroom teaching, the role of teachers is transformed into that of a learning guide. During the teaching process, teachers can answer students' questions in a targeted manner based on their preview situation and remaining problems, and integrate and sort out the course knowledge to help students deeply master the knowledge and language skills.

## **4.3. Building a professional teaching staff to improve teachers' professional competence**

Colleges and universities can help Russian teachers understand the role and value of information technology in teaching and improve their digital literacy by providing comprehensive and multi-angled training. To enhance

the effectiveness of training, colleges and universities need to build a teaching staff with excellent professional capabilities, information-technology application capabilities, and cross-cultural perspectives. The teaching staff should not only have rich teaching experience and rigorous professional abilities but also master cross-cultural knowledge and digital-technology application capabilities.

Colleges and universities can organize teaching and research activities and school-based activities, invite Russian experts from both inside and outside the school to share theoretical and practical experiences in cross-cultural communication, provide a communication platform for Russian teachers, and encourage teachers to conduct thematic discussions around Sino-Russian cultural differences and their roles in cross-cultural communication, thereby enhancing teachers' professional qualities<sup>[11,12]</sup>. In addition, colleges and universities can select outstanding Russian teachers to visit Russian universities based on their professional qualities, teaching abilities, and development potential. Teachers are also encouraged to conduct short-term academic visits or participate in international academic conferences in Russian universities, experiencing foreign cultures firsthand, broadening their international perspectives, realizing the importance of cultivating students' cross-cultural communication abilities, and improving their language and teaching abilities. Besides theoretical knowledge training, colleges and universities also need to pay attention to the cultivation of teachers' digital skills levels and practical abilities, and build an online digital-literacy training platform with a practical orientation. Relying on its powerful functions, the online training platform can provide rich digital-literacy learning resources, including video tutorials, online courses, case studies, etc. All Russian teachers can access the platform resources equally, regardless of geographical location or school type<sup>[13]</sup>. At the same time, teacher training should focus on the application of information technology in the teaching practice of Russian teachers, such as the use of online teaching platforms and the production of multimedia teaching resources. Colleges and universities can assess teachers' skills by carrying out teaching activities or simulating teaching scenarios and providing them with targeted suggestions to comprehensively improve their information-technology application abilities.

#### **4.4. Leveraging information technology to innovate teaching activities**

With the support of information technology, teachers can use the powerful functions of virtual reality technology to create real-life language dialogue scenarios and work scenarios. This allows students to communicate face-to-face with foreigners through virtual devices, creating an excellent learning environment rich in a Russian cultural atmosphere and improving students' cross-cultural communication abilities. Specifically, teachers can use VR technology to design dialogue scenarios that include various situations in Russian daily life, work, and cultural festivals. These scenarios should highly replicate real-life environments, including background sounds and visual effects, to create an immersive language-learning environment. Teachers can use virtual technology to set up virtual characters from different countries to simulate diverse cross-cultural communication scenarios. Students can have real-time conversations with these virtual characters through VR devices to improve their language application and cross-cultural communication skills. Secondly, the virtual system should provide instant language feedback to help students correct pronunciation, grammar, and other mistakes, maximizing the improvement of their language expression and application abilities<sup>[14]</sup>. At the same time, virtual reality technology can also simulate real-life professional scenarios, such as business meetings, tourism guiding, and restaurant services, allowing students to experience the language requirements and cross-cultural communication challenges of different occupations.

Finally, teachers can present the content of textbooks in a virtual form, enabling students to experience the cultural charm of China and Russia in college Russian teaching. This helps them intuitively understand

and accept the teaching content and establish correct values. For example, with the support of virtual reality technology, teachers can show students scenes of cultural heritages, architectures, and festivals. Students can explore the charm of excellent Chinese culture by comparing it with Russian cultural heritage<sup>[15]</sup>. In addition, after students understand the cultural differences between China and Russia, teachers can set cross-cultural tasks. Students can choose a representative cultural heritage for cross-cultural introduction based on the course content, thus cultivating their expression and communication abilities.

## 5. Conclusion

In the digital intelligence era, information technology is widely used in various fields, especially in the field of higher education, where it plays a significant role. Promoting the reform of Russian teaching in colleges and universities can not only enrich teaching content, innovate teaching models, and improve classroom-teaching quality but also supply more Russian-language talents with innovation capabilities, information-technology application abilities, and cross-cultural communication abilities to society, providing strong support for international exchanges.

## Disclosure statement

The author declares no conflict of interest.

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