

Russian Talent Training Mode Optimization Using OBE in Higher Vocational Colleges

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Abstract—To narrow the gap between Russian education in vocational colleges and “One Belt One Road” needs, this work employs reverse design principles to design the curriculum structure and reorganizes the Russian teaching content based on the OBE (Outcome-Based Education). Starting from internal and external demands, we develop the training goals and graduation requirements for students, which further guides the design of teaching content to match occupational needs. Through a four-year education with two sessions of students’ practice at Xinjiang Vocational University, it is verified that the Russian talent training mode under the OBE theory is beneficial. It can enhance the attractiveness of the Russian major, improving the initiative of talent training objectives and the overall quality of talent training and job competency.

Keywords—Russian education, talent training, the OBE theory

I. INTRODUCTION

Xinjiang is located in the core area of the “One Belt One Road”, which is adjacent to many countries in Central Asia, such as Kazakhstan, Kyrgyzstan, etc., that use Russian as the official language. The “One Belt One Road” has brought new opportunities and challenges to the development of Xinjiang in the new era, which also renewed requirements for Russian education in Xinjiang. Russian education in most of Xinjiang’s universities focuses on the student’s language skills, while a few are application oriented.

XJVU implements the three-in-one teaching concept with knowledge, ability, and literacy goals in Russian education and orients it to meet the needs of regional economic and social development. However, Russian. However, Russian education at XJVU has the following challenges.

(1) Students don’t have Russian experience. The zero basis of students is one of the main problems of Russian education faced in higher vocational colleges. Students majoring in Russian don’t have Russian experience before entering colleges and universities.

In three years, students not only need to grasp listening, speaking, reading, writing, and translation language skills

but also adapt to improve professional skills. The burden of teaching tasks is heavy. In addition, to strengthen students’ primary language ability, increase the allocation ratio of basic courses. And insufficient attention is paid to the combination of expanded reading and interdisciplinary knowledge, resulting in students’ knowledge structure being simple. Furthermore, teaching content and actual needs are not matching.

(2) Talent training mode is simple. The language bet learning, basic comprehensive language knowledge, grammar, reading, audio-visual, applied oral, Russian-Chinese translation, etc. The curriculum system focuses on helping students lay a solid foundation for developing language skills. However, it should also be considered when designing talent training programs and writing syllabuses, such as the characteristics of colleges, the integration of production and education, the needs of regional economic development, and the employment direction of students.

Traditional teaching methods, which are mainly explained by teachers and passively accepted by the student, are still used. This simple mode is boring to today’s students, and getting a good teaching effect isn’t easy. The fundamental attributes of services, such as thinking and using knowledge and skills to cultivate students’ divergent thinking and critical thinking ability [1].

(3) Less in-class education time. In recent years, many colleges and universities have limited the time for professional courses. The three-year higher vocational education time is between 2500 and 2800 hours, while the overall credit does not exceed 140. The practical lessons must reach more than 50%. Mover, the proportion of public class hours is relatively high, which requires reducing professional basic courses and core courses. Furthermore, there are the internship, practical links, graduation thesis, etc., in the last year. Therefore, the time for professional courses is limited, and the teaching process is simplified [2]. It is difficult for teachers to systematically carry out the entire professional course education process. They must focus on imparting knowledge in a limited time, ignoring strengthening language practice, language and culture, and other background knowledge. The teaching of the Russian major in higher vocational education generally consists of

three years. In the basic stage (1–3 semesters), students are given comprehensive basic skills training to cultivate language ability. The advanced stage (4–6 semesters) aims to improve communication ability. Table I lists the time and credit assignments of different courses.

TABLE I. THE TIME AND CREDIT ASSIGNMENTS OF DIFFERENT COURSES

No.	Project	Credit	Hours	Percentage of total hours
1	Comprehensive quality practice courses	6	192	6.81
2	Professional practice courses	25	738	26.19
3	Public compulsory courses	27	484	17.18
4	Public elective course	6	108	--
5	Professional basic required course	58	1044	37.06
6	Professional required courses	14	288	10.22
7	Professional elective courses	4	72	2.56
total		134	2818	100

(4) The current talent training mode can't satisfy social demand. Although Russian education in XJUVU also emphasizes students' learning outcomes, which lack the "reverse" principle of the OBE. The current talent training mode is set according to disciplines without paying enough attention to job requirements. The path of curriculum setting starts from the curriculum system and ends with graduation requirements. It is inadaptable to external demands, such as society and company, that cannot be satisfied. Most are inactive adaptations to exterior needs such as employers, society, and the country.

To solve the above four challenges, in this work, we optimized the Russian education of Xinjiang Vocational University (XJUVU), which integrates Russian education with interdisciplinary courses into professional education based on OBE.

II. RUSSIAN TALENT TRAINING MODE OPTIMIZATION USING OBE

Based on the OBE theory, we established new training goals for the Russian major and clarified the curriculum structure for the Russian major. The work focuses on the setting of training goals and graduation requirements in conjunction with market demand, the construction of curriculum structure and the implementation of the training process to support graduation requirements, the construction of teaching staff and supporting conditions for fulfilling graduation requirements, and the quality assurance to meet graduation requirements.

A. Proposition and Implementation of the OBE

The OBE theory differs from the teaching content that students remember under the traditional indoctrination teaching mode. It is the final learning outcome obtained by students after completing the teaching activities of this stage. The outcome focuses on the students' mental journey of learning, rather than on the appearance of

feeling or understanding. It should not only include what students know and understand at the cognitive level, but also apply what students have learned at the ability level. The results take into account the learning process, and are also the basis for teachers to design courses according to the "reverse design principle" [3]. The schematic diagram of the organization of classroom teaching activities under OBE is shown in Fig. 1. Determining learning outcomes is the first and most crucial step in organizing classroom teaching activities based on the OBE.

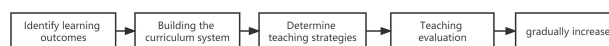


Figure 1. Organization of teaching activities under the OBE.

As illustrated in Fig. 2, in the course setting, optimizing the course structure of foundation and application, theory and practice, and elective and compulsory courses, it is necessary to not only ensure the integrity of the Russian major and the systematization of professional knowledge but also reflect the scientific nature.

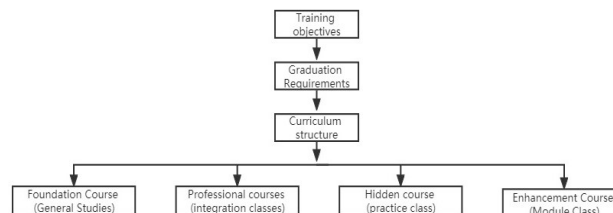


Figure 2. The establishment process of Russian major course category under the OBE.

Based on the connotation of graduation requirements and the current teaching situation, we inspect students' graduation goals and career development goals after 3–5 years, social industry enterprise needs, etc. We reconstruct the benchmark Russian basic course and interdisciplinary curriculum structure and determine the teaching strategy based on these [4]. The courses, contents, and education time of the Russian major for first- and second-year students remain unchanged. At the same time, elective courses for the major taught in Chinese could be added.

Increase the proportion of interdisciplinary knowledge in the curriculum setting, such as international trade and marketing, Chinese culture courses, E-commerce courses, etc. Professional orientation courses were taught in Russian for the junior year. At the same time, the Russian teaching content was changed to the content of professional orientation courses. Such as the course "Selected Readings of Russian Newspapers and Periodicals" is changed to "Selected Readings of Russian Newspapers and Periodicals for Economics and Trade" or "Selected Readings of Russian Newspapers and Periodicals for Tourism." With some courses in translation, business, tourism, E-commerce, etc., to achieve the intersection and integration of "Russian + major."

Promote a classroom teaching mode with regional knowledge as the content and Russian training as the form. The language training and knowledge content are

organically integrated into stages according to the semester, which improves the comprehensive application ability of Russian, and gains relevant subject knowledge. Improve the interdisciplinary evidence collection rate of students and help broaden the direction of employment. Optimizing the Curriculum structure with ability improvement clarifies the role of each course teaching in achieving training goals and meeting graduation requirements so that each course is directly linked to the training objectives and graduation requirements. During the study, students in the Russian major can obtain the corresponding vocational skill level during the study period.

B. Revise the Talent Training Program and Optimize the Russian Professional Structure

Consider the key points of the reform of talent training mode from the perspective of curriculum setting and teaching mode [5]. Cultivate students consciously adjust and enrich their knowledge structure, broaden their international horizons, and improve their cross-cultural understanding, international exchange, and communication skills, so that the Russian learners can better use the acquired knowledge, ability, and literacy services in the country-building.

In the revision of the talent training plan for 2021 and the formulation of 2022, XJUV applies Russian major to set professional elective courses as interdisciplinary courses, such as business, international trade, marketing, and other courses, translation studies related courses, Chinese culture courses, E-commerce, basic finance. They are offered from the first semester to the fifth semester to broaden students' knowledge, accumulate interdisciplinary knowledge background, and enable students to have a reasonable knowledge structure.

Stakeholders such as employers, graduates, and current students set training goals and meet graduation requirements. XJUV sets the training goals for Russian major five years after graduation: to cultivate compound Russian talents with better personal qualities and professional ethics; to develop Russian talents with a higher language foundation; to cultivate strong translation skills for Russian-speaking talents who can engage in translation work in foreign affairs, foreign trade, education, economy, and other fields. Then, the above three training objectives are placed into eight specific ability requirements and decomposed into 28 detailed course sub-goals. These sub-goals stipulate the students' abilities or the learning out comes achieved when they graduate. As shown in Table II, learning outcomes include more proficient language knowledge such as Russian pronunciation, vocabulary, grammar, reading, and rhetoric, mastering basic translation skills, and engaging in translation work. Students have comprehensive learning literacy and master effective methods of language learning. They have independent thinking ability to solve problems in professional fields and practical issues related to society and culture. In addition to the sub-goals, there is the ability to apply information technology or proficiency in using translation

tools to accurately express ideas and process manuscripts in Russian [6].

C. Teaching Staff Construction and Support Conditions

Teacher team building and supporting conditions. Faculty and support conditions should be based on the completion of graduation requirements. We need to build a team of teachers with morality and style first, reasonable quantity and structure, excellent ability level, sufficient teaching investment, orderly grassroots organization, and normal teacher development, which can ensure the full achievement of graduation requirements. The age structure, the faculty structure, the academic relationship structure, and the professional title structure of teachers should be reasonable. Conditional foreign teachers should be hired, and industry instructors should be hired. The age structure, faculty structure, academic relationship structure, and professional title structure of teachers should be reasonable. Conditional foreign teachers should be hired.

XJUV needs to increase the number of "double-qualified" training teachers. Language teachers have a solid foundation in language and literature. They focus on grammar and vocabulary knowledge in class but have little understanding of business, translation, finance, etc., and have no practical business work experience. Business teachers have comprehensive and systematic business theoretical knowledge, but basic Russian skills are not very good.

It is not conducive to the development of Chinese and Russian bilingual teaching. Therefore, teachers are duct research on horizontal teaching and scientific research topics, and obtain relevant professional qualification certificates to optimize the teaching staff better. They also need to guide students to participate in the skills competitions. Through academic education, on-the job training, domestic and foreign advanced studies and academic exchanges, and industry practice, teachers can continuously update their educational concepts, optimize their knowledge structure, and improve their theoretical level and teaching and research capabilities.

Supported by solid support conditions, teaching funds are fully invested and continue to grow. Professional teaching resources are enriched, the course teaching information is improved, the number of teaching facilities is sufficient, social resources are effectively utilized, and many diverse and stable internships and practices are developed.

III. TEACHING EVALUATION BASED ON OBE

The traditional teaching evaluation index is single and does not consider the differences between students; it has a single evaluation process and lacks continuity. The evaluation feedback is not timely, and the effect is not good.

Teaching evaluation based on OBE can be divided into two parts: internal assessment and external evaluation. Fig. 3 shows that the internal evaluation refers to teachers establishing a quality inspection platform in the teaching process. Internal evaluation means that teachers develop a

quality inspection platform in the teaching process, monitor the quality of each main teaching link, and regularly evaluate the curriculum method and rate [7]. At the same time, based on the achievement of graduation requirements, establish an evaluation of the accomplishment of graduation requirements. External evaluation means that teachers regularly analyze whether the school's training goals meet social expectations by making full use of social resources, establishing a graduate tracking and feedback mechanism, and social evaluation mechanisms such as enterprises and analysis agencies.

In Russian professional teaching under the guidance of the OBE theory, the evaluation content is divided into two parts: teacher teaching and student learning. The evaluation of teachers' teaching can be divided into XJVU's parts: teaching content, teaching method, teaching attitude, and teaching effect. The main observation points of teaching content are teaching content specification and teaching difficulties. The main observation points of teaching methods are teaching methods and forms [8]. The main observation points of teaching attitude are teachers' morality. The main observation points of teaching effect are teacher-student interaction and student learning — atmosphere, students' knowledge, etc.

Teachers' evaluation of students should be based on diversity. Teachers can divide the teaching process into XJVU's stages based on the characteristics of the Russian major. In the first stage, teachers focus on cultivating students' basic professional abilities such as listening, speaking, reading, and writing. In the second stage, teachers focus on developing students' core Russian competence, including Russian application ability, Russian Chinese translation ability, and Russian application ability [9]. In the third stage, teachers focus on developing students' vocational skills, including on-campus training and off campus internships; in the fourth stage, students should obtain vocational qualification certificates or skill certificates to enhance their employment competitiveness.

Finally, a sound quality assurance method should be established. This paper explores the training mode of Russian application ability based on the perspective of the OBE education concept. In the practice teaching reform, the teaching mode establishes a new teaching concept with students as the core, be guided by students' needs and abilities and learning outcome-oriented, and pays attention to students' problem-solving skills. We implement a diversified whole-process learning effect evaluation, continuously and effectively improving. The method will fundamentally enhance students' ability to communicate and cross-culturally apply in Russian.

TABLE II. ABILITY REQUIREMENTS AND CURRICULUM SYSTEM UNDER THE OBE

Teaching links	Basic knowledge	Russian application ability	Cross-cultural ability	Thinking ability	Innovation ability	Information technology application ability	Self-learning ability	Practical ability
Basic	H	H			M		L	
Grammar	H	M					M	
Business	M	H	L			L		L
Audio-visual	H	L	L	L	L		M	L
.....								
Internship		L	H	M	H	L	L	H

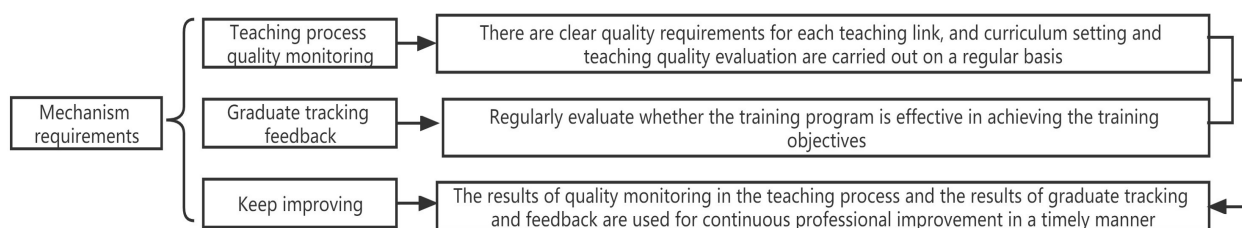


Figure 3. Teaching evaluation under the OBE.

IV. IMPLEMENTATION MODE AND TEACHING QUALITY

A professional improvement model consisting of core elements such as talent training goals and professional talent training programs has been constructed, and empirical research has been carried out. Promote the continuous improvement of the quality of skilled personnel training [10]. Based on the OBE concept, professional service for regional economic and industrial development needs to build professional teaching

standards and take the learning outcomes of the whole process of “professional curriculum-teaching and learning” of multi-evaluation as the path to promote the comprehensive evaluation system of professional teaching quality in higher vocational colleges through evaluation. As shown in Fig. 4, it builds a data management platform, adopts big data technology, realizes the accuracy and timeliness of professional quality monitoring, realizes the closed-loop control of “evaluation monitoring-information feedback-diagnosis

improvement” of professional quality, and continuously promotes the quality of higher vocational professional education. Continue to improve.

Based on the OBE education concept, we conduct research on the education reform of the education model

majors. We develop applied talents with a solid professional foundation, extensive humanities and social sciences knowledge, strong language application ability, and cross cultural communication ability, as shown in Table III.

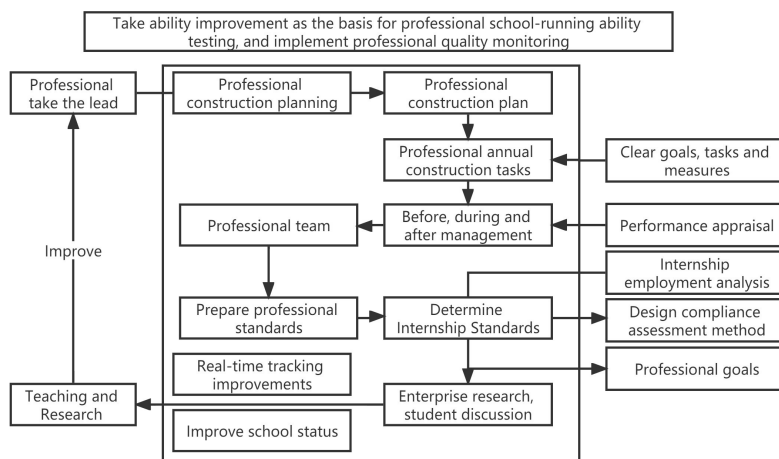


Figure 4. Implementation mode under the OBE.

TABLE III. COMPLETION OF PROFESSIONAL CONSTRUCTION GOAL

Level 1	Level 2	2021	2022
Talent training specifications	The number of enterprise surveys	1	2
	Under the enterprise training	1	4
	Course ideological and political construction	5	7
School scale	Student Registration Rate	95%	97%
	Number of students	217	271
Talent training mode	Innovative projects for training models	2	1
	Teaching reform projects	1	2
Curriculum system	Innovative projects for training models	1	1
	Teaching reform projects	1	1
Professional teaching team	Professional leader	1	1
	Teaching expert	1	1
Teaching environment	On-campus training base	3	3
	Off-campus training base	9	11
Teaching environment and conditions	Student employment rate	95%	98%
	Number of students certified	100%	100%
	Number of social training	32	32

V. CONCLUSION

Russian education is important to the development and economy of Xinjiang, especially in the increasingly frequent environment. The talent training mode of Russian education in higher education should be reformed to adapt to society’s requirements. In this work, we optimized Russian education in XJVU using OBE. The learning outcomes guide talent training mode, and knowledge can fully link with social practice. Then it can promote the externalization of acquired theoretical knowledge and improve students’ professional skills and technical levels, improving their overall ability. Moreover, the challenges of Russian education in XJVU have been released.

CONFLICT OF INTEREST

The authors declare no conflict of interest.

AUTHOR CONTRIBUTIONS

Gulibanu Abudurehman, Rui Mou conducted the research; Zunpeng Liu analyzed the data; Gulibanu Abudurehman, Zunpeng Liu, and Rui Mou wrote the paper; all authors had approved the final version.

FUNDING

This research was funded by the 2020 foreign language education research project “Research on the cultivation mode of Russian majors in higher vocational colleges based on the OBE”, grant number WYJZW-2020-1295. 2021 scientific research project of Xinjiang Vocational University (No. XJZD21KYY004).

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