A Practical Study on the Development of Internet Platform for University-Enterprise Cooperation Based on Computer - a Case Study on the Cultivation of Russian Language Talents

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Abstract. Currently, the mismatch between the talent output from universities and the social demand for talents has become a tough problem in the education and teaching of Russian language majors in China. In recent years, with the deepening of reform and opening up, the school-enterprise cooperative education mode has stood out from many school-running modes and begun to attract the attention of college educators. The mode of school-enterprise cooperation is based on the development and practice of the computer Internet platform, combined with abundant social resources, practice environment, and adequate funding, to address the difficult problem of Russian language teaching and talent training.

Keywords: Russian Education, Talent Training, School-enterprise Cooperation

1. Introduction

The school-enterprise cooperative education mode was first formed, developed and improved in the West. Western developed countries introduced enterprise resources to universities in response to the increasing industrial requirements. On the one hand, universities can absorb more social capital and improve the level of teaching and scientific research; on the other hand, enterprises can provide training environments for students in colleges and universities to enhance their practical skills. Based on the above advantages, in the Russian language talent training in China, the trial of school-enterprise cooperation talent training mode has begun [1].

1.1. Development of school-enterprise cooperation mode

School-enterprise cooperation is an effective way to train professional talents for the society. In the hundreds of years of economic development practice in western developed countries, the school-enterprise cooperation mode has been tested by time and society. And according to different national
conditions, different countries have also developed a set of school-enterprise cooperation modes. For example, in Germany's “dual system”, one system refers to the study of theoretical knowledge in schools; the other system allows students to enter factories or enterprises for professional-related internships. Cooperative education in the United States enables students to have more practice opportunities in enterprises during their four-year study life at college [2]. The Japanese “industrial-learning” combination mode makes full use of the scientific research capabilities of universities. Enterprises outside the universities provide financial aid, which allows universities to have a better research environment and provide research support for companies outside the universities at the same time. Based on learning the advanced education concepts of other countries, China has gradually formed a variety of school-running modes. Students in the school have more opportunities to contact the society. They no longer stop at the study of theoretical knowledge, and more professional talents with the corresponding majors are provided for society [3].

1.2. Characteristics of school-enterprise cooperation

The school-enterprise cooperation mode has many characteristics that traditional education methods do not have. First, education costs are lower. Different from the extensive education mode of traditional education, school-enterprise cooperation in running schools makes school education more targeted. Schools can formulate corresponding teaching progress in accordance with the needs of enterprises and employment directions, saving a lot of education costs for schools and society. Second, the employment pressure of students is reduced [4]. Under the mode of school-enterprise cooperation, the educational content of the school more considers the characteristics of corporate and social employment. It is easier for students to learn from this mode the knowledge conducive to getting a job and improving the employment probability. Thirdly, cooperation in running schools promotes win-win results for multiple parties. Under the current stage of the traditional education mode, it is difficult for universities to make teaching reforms that are closely related to employment, and companies cannot find students with high professional quality during the recruitment process. At the same time, students have many and difficult courses in school, which is not suitable for improving professionalism. The school-enterprise cooperation mode of school just makes up for the above-mentioned shortcomings and promotes the win-win situation for schools, enterprises, and students [5].

2. Advantages and construction of a school-enterprise cooperation training mode for Russian language talents

2.1. Advantages of the school-enterprise cooperation training mode for Russian language talents

Universities generally adopt a four-year system. Currently, a new type of “2+1+1” education system has emerged under the current school-enterprise cooperative education mode, where the first two years at college are for professional studies at the university; subsequently, the students are sent to Russia and related companies to study for one year, respectively [6].

1) Conducive to improving the comprehensive literacy of Russian language talents. Under the 2+1+1 mode, students can first learn professional grammar and pronunciation knowledge, and can cultivate their speaking skills and better understand the characteristics of Russian in the Russian environment, and then enter relevant companies to learn. Through the cultivation of grammar, spoken language, and professional application skills, students who have been trained under the school-enterprise cooperation
mode have greatly improved their overall quality compared to traditional education methods.

2) Conducive to the integration of related educational resources. Under the school-enterprise cooperation mode, Russian education can make fuller use of educational resources at home and abroad, provide students with a functional language environment, and allow students in the Russian language major to access some relevant information on the application of the Russian language industry. On the other hand, the involvement of enterprises can alleviate the current embarrassing situation of Russian teachers, and facilitate the building of faculty teams in universities.

2.2. Construction of a school-enterprise cooperation training mode for Russian language talents

1) Establishment of a talent training mode that combines industry and education. Firstly, the students are required to learn professional theoretical knowledge and perform professional ability tests. For those students with outstanding test results, they will be sent to foreign partner colleges for further study to further improve their professional abilities. Subsequently, according to the future employment direction of the Russian major, relevant courses are formulated. For example, schools can offer a variety of courses related to employment directions, such as tourism Russian, service Russian, and hotel Russian, to train students' professional ability. Invite industry experts related to the Russian major to enter the school to give lectures, and set a special time for students to join the company during the winter and summer vacations, and work with companies to develop performance evaluation programs to evaluate students' professional abilities and overall qualities.

2) Establishment of training bases inside and outside the school. Under the traditional teaching mode, the internship process often offers students no opportunity to access the industry. No experts in the industry give lectures, and students cannot learn anything valuable. Under the cooperation of schools and enterprises, the construction of training bases is completed under the guidance of enterprises. Experts are sent by enterprises to guide internship students, formulate training plans based on the latest industry conditions, and determine training content and courses. The experts and professors of universities give constructive opinions on the improvement of theoretical knowledge, and schools can formulate a series of training performance assessment mechanisms as proof of future employment.

3) Construction and improvement of the curriculum system. More courses related to the Russian major industry are added to the traditional education courses. The subjects are added/deleted based on the future needs of the industry. Some basic public courses are appropriately reduced, and more professional-related extension courses are added. The classification and evaluation of the curriculum system are shown in equation (1):

It is necessary to classify the courses and then perform a classification assessment. The exact range of x is [a, b], then change the number x in [a, b] to the fuzzy number y in the fuzzy domain [E, E] interval. As shown in formula (1):

\[ y = \frac{2E}{b-a} \left[ x - \frac{a+b}{2} \right] \]  

(1)

The lower approximation set of the X course set on R, as shown in formula (2):

\[ R \left( \{X \} \right) \{ X \subseteq U : R (X) \subseteq X \} \]  

(2)
That is, if and only if \( R(X) \subseteq X \), \( x \in R'(X) \), \( R'(X) \) represents the largest set consisting of certain elements belonging to \( X \) based on existing knowledge.

3. Development of School-Enterprise Cooperation Internet Platform

The core of the intelligent school-enterprise cooperation platform based on the Internet is to creatively use the Internet to present Russian training in multiple perspectives in the classroom, and to achieve interaction, especially for students distributed in different regions to share resources with each other and make common progress.

The school-enterprise cooperation intelligent platform adopts the B / S architecture and adopts a multi-layer system. From the bottom to the upper layers, the data persistence layer, business logic layer, and interface layer are respectively. The interface layer uses HTML and JS to implement various functions. The main features are as follows:

3.1. Internet-based video conference system

Through the video conference system, multi-party connections between classrooms and experts, classrooms and education sites, and enterprises and schools will be established, which can not only meet the teaching interaction during class time but also serve as a convenient channel for school-enterprise communication.

3.2. Internet-based evaluation system for comprehensive skills of students

Through this system, each student's growth trajectory on the platform is recorded, providing a scientific basis for companies to recruit talents.

3.3. Internet-based teacher online technical service

Through this function, it offers teachers an opportunity to participate in the technical reform of enterprises, further improves the teachers' practice level, and opens another window for the solution of enterprise technical problems.

3.4. Internet-based employee online training

The online training function for enterprise employees effectively utilizes college resources and provides various training services for improving the quality of enterprise employees.

The platform is established with super administrators and administrators to operate and maintain the platform. The detailed process is shown in Figures 1 and 2.
The purpose of platform development mainly includes:

(1) Determine the training goals

In the training of Russian language talents, the main goal is to improve the overall quality of students. What is lacking in society today is the use of Russian language talents. Therefore, merely improving the language ability can no longer meet the requirements of the industry for the students of Russian major
at this stage. Some colleges and universities are trying a teaching mode that combines Russian language learning with English language learning and economics and trade courses. Practice has proved that Russian language students trained in this mode can well adapt to the changing times and industry needs.

(2) Reform the teaching contents

According to the new talent training goals, the courses of Russian major are roughly divided into two categories: professional knowledge improvement and industry professional skills improvement. The former focuses on improving the expertise and theoretical level of Russian-speaking students in the course setting, and trains students' grammar, pronunciation, and speaking skills; the latter will focus on teaching students to improve Applying Russian and improving students’ use of Russian to address employment needs in other industries. When formulating this part of the syllabus, colleges and universities need to pay attention to hot issues in the society, improve the overall ability of students, and complete the seamless connection between college talent output and corporate talent demand.

(3) Change the teaching approaches

The teacher pays attention to the combination of theory and practice in the course of a class and incorporates examples of Russian applications into Russian teaching so that students can more intuitively understand how the knowledge they have learned will be used in the future employment process. Russian education can also take advantage of school-enterprise cooperation to bring the classroom into the company, conduct regular training courses, and use the students' training results as an essential part of the final performance assessment, or hire key personnel of the company to regularly The school offers lectures to convey hot information about the Russian language industry to students and speed up their learning process.

(4) Improve the faculty team

In the process of improving the construction of the Russian teaching system, teachers are the key to determining the success of the reform. Currently, in the teachers of Russian majors in universities, applied Russian language talents are very rare. Colleges and universities should keep an open attitude to introduce more backbone talents of enterprises or experts and scholars from the Russian application industry to the Russian teaching team of universities, to improve the faculty composition and build college Russian training teams with complementary advantages.

4. Conclusion

Currently, Russian language teaching in China is still at the exploratory stage. There are many deficiencies in both the training means and educational approaches and contents. The school-enterprise cooperation Internet platform has provided a highly feasible reform means for Russian teaching and Russian language talent training. On the one hand, universities should pay attention to the latest information on the Russian language industry and make selective adjustments to their courses. On the other hand, the universities should take full advantage of school-enterprise cooperation and establish more practical training links in the normal Russian teaching process, so that the students at school can access the relevant contents in the Russian language industry earlier. Only in this way can new breakthroughs be made in Russian language talent cultivation in the new era.
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