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An Analysis of the Teaching Reform Path of the Business Russian Course from the Perspective of Industry-Education Integration: A Case Study of Qingdao Institute of Technology

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Abstract

In the context of the integration of industry and education, the teaching of Russian major courses in applied undergraduate education urgently needs to strengthen the connection between language competence cultivation and professional practice requirements. With Business Russian course in Qingdao Institute of Technology as an instance and by integrating the current teaching conditions of the course with the exchange between schools and enterprises and other practical teaching resources related to international issues, this paper will discuss the need to optimize the teaching of the course. Focusing on the steps involved in cross-border e-commerce business processes, the author explores the directions of reform in four areas, including integration of the teaching materials, innovation of the teaching methods, conversion of practical resources, and enhancement of diversified evaluation to facilitate the combination of Business Russian language instruction with professional environments and serve as a guide to developing applied undergraduate Russian major courses and cultivating applied personnel.

Keywords

industry-education integration, applied undergraduate education, Business Russian, teaching reform, cross-border e-commerce

1. Introduction

As the reform of higher education has been going on, applied undergraduate universities have been focusing more on the successful relationship between the training of talents and the social requirements. The Outline of the Plan of Developing a Strong Education Nation (2024-2035) suggests enhancing the mechanism of matching talent cultivation with the needs of economic and social development and the student internship and practice system [1]. This requirement does not just mean that university talent cultivation must be proactively responsive to industry growth, but also implies that foreign language major courses should transcend the constraint of simply passing on linguistic information, incorporate professional competence development in the instruction process, and increase the capacity of students to apply language in solving real-life issues.

In terms of major construction, the Russian Major Teaching Guide in the National Standards on the Quality of Undergraduate Majors in Ordinary Higher Education Institutions (Volume I) also gives recommendations

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concerning the training goals, curriculum framework and implementation of teaching Russian major talent cultivation [2], which implies that practical-oriented and pragmatic approach to majors is also required in addition to the focus on the development of the language base of students in applied undergraduate Russian majors. This requirement offers a policy framework to the integrated development of Russian majors and international trade, cross-border trade, etc., and also broadens concepts on the teaching reform of applied courses like Business Russian.

The National Standards of the Quality of Teaching Foreign Language and Literature Majors state that foreign language majors ought to be raised under the educational stance of the university and it is important to pay special attention to the integrated development of language competence, cross-cultural communication competence, and overall quality [3]. Qingdao Institute of Technology, according to its position of applied talent education, stresses the integration of Russian major instruction with industry practice. Practical materials with professional application worth have been accumulated by Russian major and associated teaching groups in such activities as company visits and job growth, company investigation, commercial inspection, and overseas exchanges. Cross-border e-commerce business is the main area of study covered by the Business Russian course, which is very practical. Nevertheless, the question of how to best incorporate school-enterprise exchanges and resources related to international issues into the classroom teaching and subsequently enhance the integration of language knowledge, business skills, and professional practical competence is still an issue of discussion during the process of reforming the courses.

With these premises in mind, this paper will use the Business Russian course of the Russian major at Qingdao Institute of Technology as an example and will consider some of the particular directions of the Business Russian course teaching reform in applied undergraduate education in the context of industry-education integration in terms of optimization of teaching content, innovation of teaching methods, practice organization of teaching, and curriculum assessment reform in order to serve as a reference point in the nurturing of applied talents and course development of the Russian major.

2. Background and Needs of Business Russian Course Teaching Reform in Applied Undergraduate Education

Due to the further development of the Belt and Road Initiative and the increasing interconnection of China and Russia in terms of their economies and trade cooperation, the collaboration between China and Russia and Central Asia countries on the global trade, cross-border e-commerce, logistics and transportation, exchange between the people has been expanding all along. The 2025 China-Russia Joint Statement suggested that innovative models of e-commerce should be developed and cooperation and economic integration between the Belt and Road Initiative and the Eurasian Economic Union should be encouraged. With the restructuring and development of foreign trade in China, the need of companies to employ Russian-speaking employees has been changing over time due to the necessity of a wide range of competences including business communication, market development, and cross-cultural communication. At the same time, the number of ordinary higher education graduates of 2026 is projected to be at 12.7 million and employment competition and the shift in the demand of jobs have brought about new demands on the training of university talents. How can Russian major students use their language strengths to achieve professional competitiveness, which is one of the issues that need to be solved by the concept of applied talent cultivation.

Nevertheless, there remains a particular disjuncture between the conventional approach to language learning and the demands of employment. Yang Liming and Zhao Qiuye stated that certain Business Russian instruction is too narrow in terms of economic and trade vocabulary, standard sentence structures, and business correspondence training, and does not give enough consideration to the professional knowledge and skills in business operations [4]. According to Fan Lijia, some university Business Russian classes have certain issues, including relatively limited teaching material and instructional strategies and inadequate integration between theoretical teaching and practical training [5]. In class teaching, Zhou Guixia and Wang Ting pointed out that aspects like inadequate autonomy among students in their learning process, poor business practice experience among some teachers, lack of timely updates to the contents of textbooks, could be factors that influence the level of practicality of Business Russian teaching [6]. The given researches suggest that Business Russian teaching should not focus only on the development of language expression skills of the students, but also pay attention to the fact that they are able to perform real-life business tasks using Russian.

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The Opinions of the General Office of the State Council on Deepening Industry-Education Integration state that the key priority is to promote the adjustment of the supply of talent training to the demand of the industry development. Meeting this requirement in case of applied undergraduate Russian majors involves not only enhancing the contacts between schools and enterprises and their practical activities but also introducing the requirements of the employment by an enterprise and actual conditions of work at the enterprises into the course teaching.

In this context, Qingdao Institute of Technology, which positions itself as an applied undergraduate institution and uses the SCO Demonstration Zone as a geographical advantage, seeks to investigate a method of developing talents that integrates the teaching of the Russian language with regional economic and commercial growth. The Russian major follows the cultivation philosophy of "strengthening the foundations and enhancing practice," where in addition to reinforcing the fundamentals of language instruction, it prioritizes the development of cross-cultural communication skills and vocational practice.

Over the past few years, the university has been steadily increasing its links between the needs of major construction and industry with the help of enterprise visits and job expansion, enterprise exchanges and international-related practical activities. In 2025, the professors of the Russian major paid a visit to Qingdao Sanli Group to carry out research and learn about the requirements of the business communication and cross-cultural communication specialties offered by the company when entering into the Russian and Central Asian markets. In 2026, the university engaged enterprise representatives in the demonstration of the Russian major talent cultivation program and enterprise experts offered proposals on how to introduce real project cases and enhance the development of practical skills and professional literacy of students. Besides, students of the Russian major worked in the field of product promotion, introduction to the expositions, and consultation of customers at the Qingdao SCO Pearl International Expo Center. Not only did these practices expand the range of opportunities of students in terms of meeting actual language settings, but also provided the resource foundations to create business teaching cases and improve practical work in major courses.

The effective inclusion of the above school-enterprises exchanges, and international-oriented practical resources in the classroom is a significant question that requires further intensification of course reform. Business Russian is a specialized course taught to the third year students of the Russian major at Qingdao Institute of Technology. The course primarily uses cross-border e-commerce as its teaching context, and it is aimed at integrating the knowledge of Business Russian language with real-life communicative skills. In addition to requiring students to learn professional terminology, standard sentences and business expressions in cross-border e-commerce operations, the course aims at enhancing students business negotiation skills, cross-cultural communication and practical problem-solving skills by studying typical business transactions. In comparison with the basic Russian courses, this course focuses more on the practical aspect of language and the importance of the understanding and application of Russian in particular business practices. The course structure is based on the pre-sale, in-sale, and post-sale business processes of cross-border e-commerce, and includes the content of product consultation, price negotiation, order processing, logistics communication, and after-sales service, and is taught using scenario simulation, role-play, and group cooperation, and has a strong professional application feature.

Nevertheless, since the demand of enterprises on the whole set of skills of Russian-language talents grows, the mere process of training language expression based on single-scenario dialogue cannot adequately represent the continuity and complexity of business processes. The course also requires additional efforts to enhance the relationship between teaching materials and real-world enterprise business as well as incorporate relatively independent teaching activities (product introduction, customer communication, prices negotiation) into business-oriented practice. Simultaneously, the assessment criteria of tasks must be enhanced to consider language expression quality, business information processing, and problem-solving abilities. Hence, using the existing resources of the university during enterprise visits and job expansion and international-related practice, translating common enterprise business scenarios into class teaching tasks can be used as an effective way to advance the reform of the Business Russian course and emphasize the peculiarities of the development of applied talent.

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3. Teaching Reform Paths of the Business Russian Course against the Background of Industry-Education Integration

3.1 Optimizing Teaching Content and Strengthening the Vocational Application Orientation

Against the context of industry-education integration, the development of the Business Russian course must be founded on the current teaching infrastructure, orientated to the real business requirements of enterprises, and enhance the integration of linguistic knowledge and business practice even more. When studying teaching models of Business Russian courses, Wu Bo highlighted the significance of practical teaching and suggested integrating business language training with real-life business interaction, including market research, inquiry and negotiation by using simulated trade projects with Russia [7]. The concept offers an insight into how best to improve the teaching content of the Business Russian course in applied undergraduate education. Though the teaching content of the course has been determined on the basis of pre-sales, in-sales and post-sales processes of cross-border e-commerce, there is still space to integrate all the situations even more. Teachers may combine job demands that they acquire through enterprise research to optimize the content of product promotion, customer consultation, price negotiations, order processing, and after-sales service, incorporate relatively independent language knowledge points into business activities with business ties, and allow students to become aware of the interrelations between different transaction stages as they learn professional vocabulary and standard sentence structures.

The change in educational policy in the Business Russian course should be aimed at the requirements of employment in enterprises, to enhance the cohesion between business education and Russian language instruction based on the current teaching material. To overcome the issues in conventional language instruction where business contexts tend to be somewhat isolated and more attention is required to vocational relevance, the product promotion, customer consultation, price negotiation, order processing, and after-sales service can be optimized when combined with the job data collected through a study of enterprises so that the students can have an insight into the fundamental procedures and communication needs of the respective business operations and learn professional terminology and common phrases.

When designing teaching material, it is important to consider the introduction and adaptation to real business scenarios. As an illustration, when combined with the practical requirements of overseas market development of enterprises and business negotiations, the introduction of product information, analysis of customer demands, and the process of price negotiation can be incorporated as learning tasks aimed at achieving clear communicative goals. Teachers are able to filter and reduce enterprise product information, business communication examples, and other relevant industry news based on the linguistic abilities of the students and select Russian phrases and business information that would be appropriate to use in the classroom. Simultaneously, the information on market conditions, purchasing behavior, and business manners of Russia and other countries where Russian is spoken must be used to a certain extent to assist students in the comprehension of the features of business communication under various cultural conditions.

Also, during an hour of time spent on a limited course, it is not appropriate to increase the teaching content, but rather optimize the organization of original knowledge points to enhance the level of integration between learning the language and practical experience in business so that the course content is more in line with the requirements of practical Russian talent development.

3.2 Innovating Teaching Methods and Promoting the Combination of Situational Teaching and Task-Driven Teaching

Situation-based teaching and role-playing have long been among the most significant teaching techniques of the Business Russian course. The main point of the next reform is to make the task continuity stronger, which means that the students will move on to the completion of the holistic business tasks slowly. In terms of teaching, learning activities may be organized as a system of interrelated activities based on the common transactional process, which will lead to the analysis of the problem, the selection of expressions, the implementation of communicative tasks in particular situations.

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Using the consultation on products and price negotiations as an example, teachers may create a simulated context where a Russian buyer enquires on products offered by a Chinese company. In advance of the lesson, students are given product materials along with customer requirements and corresponding Russian expressions, so that they can familiarize themselves with the business background; during the lesson, students are arranged into the roles of both buyers and sellers and are engaged in activities like introducing the products, confirming the demand, and negotiating prices. Once students have finished their initial tasks, other complex problems like lack of inventory, customers demanding discounts or change in order quantity are added to the list and they need to rearrange the language and come up with solutions depending on the altered circumstances of the transactions.

During the task organization, it is necessary to pay attention to information linking the various stages in the teaching process. As an illustration, the product amount, price and delivery specifications established at the pre-sales step are extended to order confirmation and logistics communication during the in-sales step, and subsequently after-sale communication is performed under the circumstances of order exceptions or client complaints. By means of the continual tasks crossing several teaching units, business operations become more complete and authentic. The teachers start changing their role as passive lecturers of language knowledge to active task designers and learning facilitators who can assist the learners in enhancing language expression and business communication strategies with the help of task feedback.

3.3 Deepening Practical Teaching and Promoting the Connection between School-Enterprise Exchanges and Classroom Learning

The practical teaching reform in the context of industry-education integration does not only require increasing the possibilities of students to come into contact with real professional environments but must also be aimed at the effective exploitation of practical resources outside campus in the course teaching. The current enterprise visits and job expansion, enterprise exchanges and SCO related practices of the Russian major at Qingdao Institute of Technology can be used as the resources to implement vocational situational teaching in the Business Russian course. What to do with these resources to make them educational tools that are appropriate in the classroom setting is a crucial part of the process of expanding practical teaching further.

In particular, a system of collecting and converting business operational assets may be created. Teachers learn typical work activities by visiting enterprises and doing research, organizing examples like introducing products to an enterprise, reception in an enterprise, and communication with customers, and conducting pedagogical processing in terms of course objectives to develop the appropriate task background, Russian speech materials, and demands on learning results. As an illustration, general conditions in product promotion and consultancy services in the Russian Pavilion of the SCO Pearl may be taken as examples to design classroom exercises, including Russian product promotion, customer questions, and purchase recommendations, enabling the students to practice their current language skills in hypothetical vocational settings.

Simultaneously, the relationship between classroom education and extracurricular practice should be enhanced. Prior to practical exercises, tutors may organize the required language preparation depending on specific aspects of business; after the practice, they need to help them to review the language challenges, business information, cultural discrepancies in their communication, and reflect upon it by discussing cases, reproducing situations, etc. Simulated training using approved and anonymized case materials can also be provided to students who are unable to directly engage in off-campus practice, so more students will have access to practical resources. It is done thus, that off-campus practice is encouraged as an extension of relatively independent activities into course teaching materials, which increases the vocational relevance of classroom learning.

3.4 Improving Teaching Evaluation and Highlighting the Cultivation of Comprehensive Application Ability

The course teaching reform must also involve the consideration of correspondence between the evaluation content and the goals of professional competence cultivation. There is an existing Business Russian course that integrates group situational videos, unit tests and oral tests, which form the basis of assessing the language knowledge and communicative performance among the students. In such a case, the assessment criteria of

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practical tasks may be further detailed in order to ensure that the assessment does not only deal with the accuracy and fluency of Russian expression, but also pays attention to the comprehension of business information by students, their application of communication strategies, and their capacity to solve practical issues.

Different teaching tasks may have targeted evaluation requirements. As an illustration, in product promotion tasks, it is important to look at how accurate the product information is expressed, whether the introduction content is complete and if there is a communicative appropriacy; in price negotiation tasks, apart from the language expression, it is also necessary to see if students are able to respond to the needs of customers in a reasonable manner, explain the terms of transactions and make suggestions concerning negotiation plans; in after-sales service tasks, the emphasis is placed on assessing the explanation of the problem, solutions, and the usefulness of communication with customers. The combination language evaluation with business task evaluation allows enhancing the link between course assessment and professional practice.

Moreover, the strength of feedback in the process can be enhanced in the current assessment model and assessment can be conducted through taking into account students overall preparedness on tasks, participation in class, situational videos and revision and improvement. The teacher may integrate peer assessment and self-reflection among students in order to enable them identify areas of language use and business communication deficits and modify future teaching tasks based on the results of learning. Since the tasks of teaching are no longer reduced to just one language training but expand across the entire field of business activity, the course evaluation must also more adequately mirror the outcome-based approach. In his article about Business Russian translation courses as an application of the OBE educational concept, Li Zhidan has noted that assessment of the course should not necessarily be restricted to the testing of knowledge, it can also be concentrated on the development of practical skills and professional competencies of students through the course of numerous assessments [8]. The opinions of enterprise personnel on typical job tasks can also be used as references when conditions allow, to enhance relevant evaluation standards over time.

By optimization of teaching content, enhancement of task organization, conversion of off-campus practical resources, and enhancement of course assessment, the Business Russian course can enhance the relationship between language instruction and business practice to a greater level and offer more specialized teaching assistance to the development of applied Russian skills.

4. Conclusion

The essence of the teaching reform of applied undergraduate Russian majors is in establishing the effective linkage of language competence fostering with professional demands. This aspect of industry-education integration is not only manifested by the development of the activities of school-enterprise cooperation, but also by the ability of universities to convert enterprise needs and practical experience into up-to-date course content and teaching materials. To ensure the effectiveness of the professional application ability in Business Russian, it cannot just be limited to learning the technical lexicon and situational dialogue practice, but students need to be directed towards understanding real-life business operations, communicating across cultures, and applying the Russian language to analysis and solution of particular problems.

Concurrently with this, the introduction of real business resources in the classroom is not just a simplistic process of transplanting enterprise working tasks, but needs to consider students language base, course duration and educational goals and adjust practical work accordingly. The problem of how to create an effective school-enterprise resource sharing system and how to assess the overall development of students' language proficiency and business practice also requires consideration during the next round of course reforms. In the future, the feasibility of the reform plan should be further explored by means of constant teaching experience, assessment of the results of learning, and business response, and the construction of applied Russian courses should be developed by extending practical activities to enhancing quality of talent cultivation.

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