

# Research on the Construction of Public English Gold Course in Higher Vocational Education Against the Background of New Era\*

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**Abstract**—The “gold course” is the most beneficial course for students. It is an important way to improve the quality of teaching in higher vocational colleges against the background of the new era. The importance of the course is not reflected in the course itself, but in the quality of teaching. The content and method of teaching can be the key to the construction of the “gold course”. Based on the previous studies, this paper first explains the background and requirements of the construction of the gold course of public English in higher vocational education against the background of the new era. Based on the practice of public English teaching in higher vocational colleges, the teaching concept is changed and the classroom with students as the main body is constructed. This paper puts forward the strategy of “gold course” construction around the two aspects of capacity cultivation and quality improvement and building a new teaching mode, which provides a useful reference for the reform of public English courses and the improvement of course quality in higher vocational colleges.

**Keywords**—higher vocational education; public English; gold course; teaching philosophy; teaching mode

## I. INTRODUCTION

At the 2018 Higher Education Work Conference, the Ministry of Education repeatedly proposed to eliminate the “meaningless lesson” and to build the “gold course” of higher education curriculum reform requirements. Minister of Education Chen Baosheng said that primary school students in the new era should “reduce the burden” and college students should “increase learning content”. There is a need to continuously improve the depth of difficulty in expanding university courses while expanding the selectivity of university courses. This can enhance the ability of college students to learn independently, cultivate comprehensive quality and professional interest, and realize “a less meaningful course becomes a good course”. [1] In short, the “gold course” is the “first-class course”, which is the most beneficial course for students. It is an important way for universities to improve the quality of teaching in the new era. “The good and bad of the course” is not reflected in the course itself. The courses offered by the university are of

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great significance to students' knowledge learning and ability development. The difference between the “gold course” and the “meaningless class” is mainly reflected in the quality of teaching. Li Zhiyi clearly stated in the “Opinions on ‘Meaningless Lessons’ and ‘Gold Course’”, when the gold content of a course is high enough, this course is a “gold course”, otherwise it is a “meaningless lesson”. The main feature of the “gold course” is the unity of high-level, open, dialogue, thinking and learning, and the key to building a “gold course” is “teaching.” What kind of teaching mode is constructed, what kind of teaching content is chosen, and what kind of teaching method is used greatly influence whether a course can become a “gold course” to meet the needs of high-quality talents training against the background of the new era. [2]

Since its introduction, the “gold course” has become the focus of curriculum reform in various universities, including higher vocational colleges. The related researches of Chen Caidi, Zhang Hailing, Li Jiaoming and others put forward the ideas and methods of building the “gold course” from the theoretical and practical levels. However, in general, the current research on “gold course” is still limited, especially for the study of the construction of public English “gold course” in higher vocational colleges. Based on the previous studies, this paper first explains the background and requirements of the construction of the gold course of Public English in Higher Vocational Education under the Background of the New Era. Based on the practice of public English teaching in higher vocational colleges, the teaching concept is changed and the classroom with students as the main body is constructed. This paper puts forward the strategy of “gold course” construction around the two aspects of capacity cultivation and quality improvement and building a new teaching mode, which provides a useful reference for the reform of public English courses and the improvement of course quality in higher vocational colleges.

## II. BACKGROUND AND REQUIREMENTS OF THE CONSTRUCTION OF THE GOLD COURSE OF PUBLIC ENGLISH IN HIGHER VOCATIONAL EDUCATION AGAINST THE BACKGROUND OF THE NEW ERA

With the continuous deepening of China's reform and opening up, the pace of opening up to the outside world is

accelerating, talents in various professional fields are gradually required to have English proficiency. This also puts forward higher requirements for public English teaching in higher vocational colleges that are committed to cultivating high-quality applied talents. The traditional public English teaching model is faced with all-round reforms, and “infusion” “spoon-feeding” and “exam-oriented” have gradually lost their vitality. Although the public English teaching mode of higher vocational education has been constantly changing since the new century, the quality of teaching has improved, but there are still many problems that need to be solved urgently. For example, the low-level classrooms where teachers speak and students attend classes still exist. Teachers follow the book, students listen and remember, the teaching efficiency is low, the students' motivation for learning is insufficient, and the effectiveness of classroom learning cannot be guaranteed. Another example is the teaching of public English, which is based on the transmission of linguistic knowledge and lacks an efficient way to turn knowledge into abilities. The specific teaching content is also out of touch with the students' daily life and future work, which can't effectively stimulate students' interest in learning and improve their English pragmatic competence.[3] For example, the space for students to learn independently is limited, the carrier is limited, and the interaction between teachers and students is not timely. Large class teaching also prevents teachers from paying full attention to students' learning dynamics and cannot give timely and accurate guidance. The construction of “gold course” has undoubtedly become an important way to solve the teaching problems of the above courses.

In summary, the traditional curriculum teaching has been unable to adapt to the new era of new requirements for public English teaching in higher vocational schools. The construction of “gold course” is imperative. At present, the education sector's measurement of the “gold course” is “high-level, innovativeness and challenging.” The so-called high-level means that the knowledge taught in the classroom should be able to combine with the students' ability development, not only to enable students to learn knowledge and skills, but also to enhance students' comprehensive quality and speculative ability. Innovativeness requires that the teaching content should adapt to the characteristics of students' physical and mental development and the status quo of talent demand in the new era. Through the cutting-edge, practicality and advanced mode of teaching content, students' innovative thinking and practical ability can be stimulated. The degree of challenge refers to the cognitive challenge of improving the content of the course, allowing students to work harder to complete more difficult learning under the guidance of teachers, and continuously improve the quality and efficiency of the course teaching. [4] In addition, the “gold course” construction in the process of practice, also need to build a good teacher-student interaction. In combination with the practical teaching of public English in higher vocational colleges, it is necessary to reflect the interaction of “gold course” by creating situations and realizing “online” and “offline” teacher-student exchanges, thereby providing a good environment for the “gold course” construction.

### III. TEACHING CONCEPT UPDATE IN THE CONSTRUCTION OF THE GOLD COURSE OF PUBLIC ENGLISH IN HIGHER VOCATIONAL EDUCATION AGAINST THE BACKGROUND OF THE NEW ERA

To build a “gold course” with high-level, innovative and challenging skills in public English teaching, it is necessary to update the teaching concept. Although in recent years, with the advancement of college curriculum reform, higher vocational public English teaching has begun to focus on the cultivation of students' English pragmatic competence, from the “teaching” to the “learning” direction, and constantly promote the progress of teaching. But in general, it is still influenced by the traditional teaching philosophy, and does not really build a teaching philosophy based on students. In higher vocational colleges, employment has become the learning goal of most students. This goal has affected the enthusiasm of students in the course of learning to a certain extent. In fact, the classroom is an important carrier for imparting knowledge and skills and cultivating comprehensive abilities. It is also the basis for students to grow into high-quality applied talents. It can be seen that in the teaching of higher vocational colleges, especially the public English teaching involving all students, it is essential to establish a student-centered teaching philosophy and cultivate students' ability to learn independently.

In the construction of the “gold course” of public English in higher vocational colleges, the construction of the teaching concept based on students should not only stay on the slogan, but also need to be carried through the teaching process. In the classroom teaching, the teacher should give the students enough space for speculation and expression, guide the students to prepare for the class, and supervise the students to do the after-school review. Teachers allow students to use the self-learning time outside the classroom to conduct basic knowledge and skills learning, thus leaving more time outside the classroom to teach and learn. Teachers can stimulate students' interest in public English classes through group learning and seminars, find problems more independently, think about problems, and solve problems in cooperation and communication. In this way, the face-to-face effective communication between teachers and students is truly realized, and a good teacher-student relationship is established. Leo Tolstoy once said, “When a teacher combines his love of career with his love for students, he is a perfect teacher.”[5] The “perfect” teachers can achieve higher order, more innovative and more challenging “teaching”, which is an important guarantee for updating the teaching concept and building the “gold course”. Teachers should give full play to the guiding role in communication, help students to correct their motivation, and correctly understand their own learning level, learning ability and learning direction. Finding the right way to learn can improve the quality of classroom teaching, thus creating a high-level, innovative and challenging “gold course.”

#### IV. CONSTRUCTION OF TEACHING MODE IN THE CONSTRUCTION OF THE GOLD COURSE OF PUBLIC ENGLISH IN HIGHER VOCATIONAL EDUCATION AGAINST THE BACKGROUND OF THE NEW ERA

Recognizing and respecting the subject status of students is the basis of the construction of the “gold course” of public English in higher vocational education, and the construction of a new teaching mode is the implementation carrier of the “gold course” construction. The main reason why the traditional teaching mode is prone to produce “meaningless lesson” is the machine-made “teaching” and passive “learning”. This not only fails to make full use of classroom time to achieve effective teaching of knowledge and skills, but also contradicts the goal of talent training in higher vocational colleges based on application ability. New demands are emerging in the new era, and new requirements call for new models. In order to build a new teaching model in the construction of the “gold course” of public English, the school should first pay attention to the cultivation of comprehensive skills while teaching knowledge and skills, to develop students' English proficiency, intercultural communication skills and speculative skills. The construction of the “gold course” of public English teaching in higher vocational colleges must have high-level, innovative and challenging degrees. First of all, it is necessary to cultivate students' ability to use the language of English while learning English. The “dumb English” that only passes the exam has long been unable to meet the needs of high-quality compound talents for social development. With the acceleration of China's opening up to the outside world, having strong English pragmatic competence and intercultural communication ability has become one of the important skills for students in higher vocational colleges to successfully graduate and achieve self-development. It is necessary to create high-level problem situations or provide practical opportunities for students in public English teaching so that students can use English and use English well during their studies, and at the same time cultivate students' habit of thinking. It is necessary to take the construction of public English “golden class” as an opportunity to enhance students' thinking ability and provide a basis for independent learning. At the same time, it is necessary to focus on integrating value education and cultural education into the teaching of public English courses, subtly affecting students to establish correct values, fostering “cultural self-confidence”, using English as a tool to tell Chinese stories and spread Chinese culture.

Creating a teaching situation is an important part of building a new teaching model for public English and building a “gold course”. The creation of effective teaching situations can not only promote students' independent learning in and out of the classroom, but also improve the quality of English teaching. It can also promote the development of “gold course” in the direction of higher-level and innovation in teacher-student interaction and mutual evaluation. In the information age, higher vocational public English teachers should build big data values and use network information carriers to reasonably create teaching situations. [6] In public English teaching, on the one hand, it

is necessary to use the information-based teaching platform to push the teaching content, and use the documents, videos, voices and other forms to push the key points and difficulties of teaching and the language resources that are conducive to improving students' English ability, and to create a more realistic teaching situation, carry out group learning, and jointly solve the problem of English language communication. On the other hand, it is necessary to use the information-based teaching platform to assist the teaching management, record and track the status and results of the students' concentrated learning and self-learning in the class, and arrange the language class, role simulation class, and online dialogue class. It is necessary to change the way of relying on manual recording and offline software for statistics, saving teaching time and efficient and accurate teaching, and reducing the phenomenon of “dronish students”. Therefore, in the closer cooperation between teachers and students, the goal of eliminating “meaningless lessons” and creating a “gold course” is achieved.

In addition, in the “gold course” construction, we must pay full attention to the teaching evaluation. The traditional teaching evaluation mainly relies on class attendance, testing, mid-term and final exams. These methods do not fully present the state and results of the teaching. It is necessary to further optimize the teaching evaluation model, and rely on the statistical results of the information-based teaching platform to incorporate student self-learning into the entire evaluation system to evaluate the results and push back the quality of teaching. This helps teachers and students to adjust the teaching content and teaching methods in a targeted manner to achieve effective teaching of teaching students in accordance with their aptitude.

#### V. CONCLUSION

As an important part of higher education in China, higher vocational colleges focus on cultivating applied talents with professional knowledge and skills. English is one of the must-have skills for students of all majors. It is imperative to promote the construction of the public English “gold course” by updating the teaching concept and constructing a new teaching model. This is not only the need for the development of English curriculum reform, but also the practical need to improve students' English proficiency, improve their comprehensive quality and improve the efficiency of talent training in higher vocational colleges.

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