



Exploration on the Dynamic Mechanism of Young Colleges and Universities Teachers in Gold Course Construction

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Abstract. Gold Course construction is an important approach to improving the quality of talent training in Chinese colleges and universities, and it also requires young teachers to participate as the backbone. This article starts from the policy background and connotation of the Gold Course, finds the policy basis and actionable connotation analysis for the construction of the Gold Course for young teachers, and explores the external driving force and internal motivation of young teachers in universities to participate in the construction of the Gold Course, fostering a positive interaction between the construction of the Gold Course and the development of young teachers.

Keywords: Gold Course; Young Teacher; Dynamic Mechanism

1 Introduction

In 2018, Director Wu Yan of the Higher Education Department of the Ministry of Education of China proposed in his article "Building China's Gold Course" that "course is the most microscopic and general issue in education, but it aims to solve the most fundamental problem in education." "Gold Course is the core element of talent cultivation." Gold Course construction has become an important approach to improving the quality of talent cultivation in China.

As an important force in the construction of Gold Course, young teachers in universities need to actively participate in the construction of Gold Course. This article starts with the policies and connotations of the Gold Course, enhances the motivation of young teachers in the construction of the Gold Course, sorts out the external mechanism that encourages young teachers to participate in the construction of the Gold Course, excavates and stimulates the internal driving force of young teachers, to foster the positive interaction between the construction of the Gold Course and the development of young teachers.

2 Analysis on the Policy Background and Connotation of Gold Course

2.1 Policy Background of Gold Course

The construction of the "Gold Course" is a major measure at the national level to promote the course reform in universities, which has a significant impact on the professional development of young teachers in universities. In June 2018, Minister Chen Baosheng of the Ministry of Education of China proposed "to effectively increase the burden on university students", making the courses deep, difficult, and challenging.[1] In August 2018, the Chinese Ministry of Education proposed in the "Notice on Strengthening the Implementation of the Spirit of the National Conference on Undergraduate Education in Higher Education Institutions in the New Era" that higher education institutions should build high-quality "Gold Course", reasonably increase academic challenges, enhance course difficulty, and expand course depth. [2]The concept and connotation of "Gold Course" was officially proposed. In 2019, the Ministry of Education launched the "Double Ten Thousand Plan", which aimed to build around 10000 national first-class undergraduate professional points and around 10000 provincial-level first-class undergraduate professional points in about three years. At the same time, it is recognized about 10000 national first-class undergraduate courses and about 10000 provincial-level first-class undergraduate courses, providing timely and valuable recognition and incentives for the promotion of higher education teaching reform. At this point, the construction of "Gold Course" has entered the implementation stage in terms of policies, providing a solid policy basis for young teachers to invest in the construction of Gold Course.

2.2 Analysis of the Connotation of Gold Course

Wu Yan, Director of the Higher Education Department of the Ministry of Education of China, summarized the connotation of "Gold course" as higher-order, innovation, and challenging, abbreviated as "being advanced". [3]The high-level requirement of course teaching is to carry the talent cultivation demand of organic integration of knowledge, ability, and quality, with the function of increasing students' knowledge, training students' thinking, and improving students' abilities and qualities; Innovation refers to the course content reflecting the forefront of the subject, the teaching form reflecting modern methods, and the learning results not only being the mastery of knowledge, but also the application of knowledge to carry out thinking and a certain degree of exploratory practice; The degree of challenge refers to the degree of difficulty that the course poses to students, and both teachers and students should have appropriate investment in the course. Currently, various universities have taken "being advanced" as an indicator for the construction of Gold course. However, from a practical perspective, the concept of "being advanced" is relatively abstract, and young teachers face difficulties in applying it to course construction. It is necessary to analyze the connotation from the operational level, promote young teachers to participate in the construction of Gold course, and enhance the driving force of Gold Course construction.

The connotation of higher-order involves the organic integration of knowledge, ability, and quality, cultivating comprehensive abilities to solve complex problems, and other attributes, but these connotations are too abstract and difficult to operate. In order to facilitate the integration of "higher-order" into the construction of the Gold Course, this article introduces Bloom's teaching goal classification system in the United States. The initial version of this goal classification system divided the cognitive field into six consecutive levels: remember, comprehension, apply, analyze, synthesis, and evaluate. Among them, synthesis, analysis, and evaluation constitute advanced thinking. Another attribute of higher-order connotation, "organic integration", usually means that the various parts of things are related to each other, coordinate with each other, have inseparable unity, and learn from each other to form a new whole that transcends the functions of each part. Therefore, in terms of operation, the organic integration of knowledge, ability, and quality can be transformed into a requirement for teachers to have the concept of viewing knowledge, ability, and quality cultivation as interrelated and coordinated. In the process of designing and implementing course teaching at the top level, it is necessary to have a scientific understanding of the relationship between knowledge, ability, and quality. [4-6]

The connotation of innovation involves three attributes. Firstly, the course content should be cutting-edge and contemporary. For the teaching content of the course, cutting-edge nature is consistent with the foresight, truth seeking, and value orientation of knowledge production in university education, which inherently stipulates that the teaching content should reflect the forefront and most advanced theoretical and technological research trends of the subject. Second, the teaching form should reflect progressiveness and interactivity. From the perspective of value judgment, the progressiveness standard is essentially a "favorable" standard. Since college teaching requires appealing to the value concept of student development, the evaluation of the progressiveness of teaching forms should be based on whether the teaching forms adopted by teachers are conducive to meeting students' learning needs and the presentation of teaching content. Interactivity refers to the inter subjectivity of teaching activities that promote, communicate, and participate in each other. It is a teaching philosophy and value pursuit formed with the deepening of people's understanding of the essence of teaching. Thirdly, the learning outcomes should be exploratory and personalized. According to the National Science Education Standards of the United States, "exploratory" requires the entire teaching process to be conducted through exploration and research, from observation, questioning, to the use of various resources to design research plans, to analysis and provide answers, as well as to test and communicate with others, emphasizing the cultivation of learning autonomy, learning methods, and problem-solving abilities. Personalization in curriculum teaching refers to teaching students according to their individual abilities, interests, motivations, and other differences, emphasizing the cultivation of students' self-learning ability and personalized characteristics, and showcasing their individual characteristics.

The notion of being challenging can refer to the explanation provided by the Ministry of Education, who states that "the course must have a certain level of difficulty, and students and teachers need to jump together to achieve it. Teachers should carefully spend time, energy, and emotions preparing for the lecture, and students should have

more learning time and thinking to ensure it. Here, it is necessary to clarify the meaning of 'one jump is enough to get it'. The task of curriculum teaching is to help students continuously achieve the transformation from the "recent development zone" to the "existing development level", carefully select learning content for students, ensure that the difficulty is moderate, stimulate students' learning enthusiasm, develop their potentials, go beyond the current recent development zone, and successfully shift to the new recent development zone.

3 Analysis of the External Motivation of Young College Teachers in Gold Course Construction

3.1 Perfecting the Training Mechanism and Strengthening the Ability of Young Teachers to Participate in the Construction of Gold Course

Firstly, it is advisable to strengthen the systematic and targeted construction of the training mechanism for young teachers by improving the overall planning of teacher training and implementing the principle of hierarchical and classified training. The training of young teachers in universities should first focus on long-term and macroscopic planning management, which is an important foundation for ensuring and improving the quality of training. If there is a lack of comprehensive and systematic planning in the training process, it may lead to low training effectiveness for young teachers. At the same time, in order to improve the targeted training of young teachers, it is necessary to adhere to hierarchical and classified training work. Based on the teaching ability, educational level, and teaching characteristics of young teachers in the school, different training levels and categories are set up, and the training effectiveness is tested through an effective and scientific assessment system. To ensure the smooth operation of the training mechanism, it is necessary to strengthen the standardized construction of the quality supervision process and form a long-term and relatively stable implementation plan. It takes a considerable amount of time from teacher participation in training to ultimately reflecting the improvement of teachers in all aspects, and this is also a gradual process that needs to be consolidated and improved through continuous reinforcement. Currently, most training is focused on a very limited period of time, mainly in the form of group lectures or lectures, followed by simple assessments. There is a lack of tracking and guidance on training effectiveness, which does not comply with the basic laws of training. From the perspective of the basic laws of education and training, the training effectiveness of teachers often takes a considerable amount of time after training to be reflected. After receiving training, young teachers who can receive further guidance will have a huge help in reflecting the training effectiveness. By improving the training mechanism, we will strengthen the ability of young teachers to build Gold Course.

3.2 Balancing the Evaluation Mechanism and Enhance the Sense of Achievement of Young Teachers in Participating in the Construction of Gold Course

In August 2016, the Guiding Opinions of the Ministry of Education on Deepening the Reform of the Assessment and Evaluation System for University Teachers were issued. The opinions clearly point out that the reform of the assessment and evaluation system for university teachers should be based on the basic requirements of "teacher ethics first, teaching foremost, research based, and development oriented", emphasizing the evaluation of teachers based on their abilities, achievements, and contributions, overcoming the tendency of relying solely on academic qualifications, professional titles, and academic papers, and effectively improving the level of teacher ethics and professional abilities. In February 2020, the Ministry of Education and the Ministry of Science and Technology jointly issued several opinions on standardizing the use of indicators related to SCI papers in higher education institutions and establishing a correct evaluation direction. The introduction of this opinion is bound to completely change the emphasis on scientific research over teaching, and the emphasis on academic papers over practical achievements, providing a step for young teachers who aspire to devote themselves to the construction of Gold courses to improve their professional titles.

Currently, some universities have increased the proportion of teaching performance in obtaining teacher titles and job promotions, and established incentive mechanisms for teachers who have achieved teaching results to receive bonus points or be promoted directly to a higher professional title. For example, some universities have launched and implemented the "Innovation Ability Enhancement Plan" and "Teaching Master Cultivation Plan" for young teachers, which can not only make young teachers with strong scientific research abilities stand out, but also give young teachers with strong teaching abilities a sense of ambition, status, and motivation; Some universities implement a "representative achievement evaluation system" and establish a certain level of recognition mechanism for teaching work results to be equivalent to scientific research results and corresponding scientific research scores, so that teachers can truly abandon their burdens and invest in the construction of Gold Course.[7-8]

3.3 Strengthening the Incentive Mechanism to Promote the Motivation of Young Teachers in Gold Course Construction

The incentives to young college teachers should vary from place to place and from individual to individual in order to achieve ideal results. Thus profound analysis are supposed to be done based on the demands of the teachers before setting up scientific incentive mechanisms, mainly including salary incentives, emotional incentives and competitive incentives.

Salary incentives are the most basic material incentives. When the total salary remains unchanged, different payment methods will make a difference. Most young teachers have just started working with lower professional titles and positions, heavy workload, and often unequal rewards and efforts. Therefore, objectively, it is necessary

to establish an evaluation system that leans towards young teachers. Colleges and universities should establish a stable, scientific and reasonable salary growth mechanism on the basis of increasing the starting salary of young teachers, to ensure that the most basic needs of young teachers are met. In addition to salary incentives, additional rewards earned for outstanding achievements or contributions in teaching and research are also a form of salary incentives.

Emotional motivation reflects the trust, encouragement, and support of young teachers in the organization shown by the institution. Expressing recognition and congratulations as soon as young teachers receive grades can meet their needs for respects and enhance their sense of honor and achievement. In addition, college administrators should communicate and communicate more with young teachers, promptly understand and solve their difficulties in work, study, and life, so that young teachers can feel the care of the organization and the warmth of the collective, thereby increasing their sense of belonging and enhancing their work enthusiasm.^[9-10]

Competitive incentives are an effective way to motivate young teachers. Colleges can educate and guide young teachers to compete openly and fairly through conditions such as professional title evaluation and job appointment. In addition, conducting inter school evaluations, competitions, and other methods can also enable young teachers to recognize their strengths and weaknesses, thereby generating a spirit of striving for progress. Colleges and universities can also improve their competitiveness by encouraging young teachers to compete for national, provincial, and ministerial level teaching and research projects, participating in teaching ability competitions, or guiding students to participate in skill competitions.

It should be noted that when motivating young teachers, attention should be paid to the combination and application of various incentive methods. In the process of implementing incentives, four combinations should be emphasized: the combination of material and spiritual incentives, the combination of individual and team incentives, the combination of positive and negative incentives, and the combination of fairness and differences. Through various incentive methods, the motivation of young teachers to participate in the construction of Gold course can be enhanced.

4 Analysis of the Internal Driving Forces of the Young Teachers in Gold Course Construction

Driving force is the force that motivate people to accomplish something. Dennis Pinker discusses in his book "Driving Forces" how driving forces influence human behavior: "Biological driving forces come from basic survival needs, guiding human behavior with primitive impulses; external driving forces are related to interests, that is, using a model of rewards and punishments to influence human behavior; internal driving forces mainly use spiritual forces, desires, and beliefs to stimulate the desire to do a good job in people's hearts Based on this, driving force can be explained as a prerequisite for development, that is, one party serving as the driving force provides a suitable environment for the other party's development, improves the speed and quality of development.

The construction of the Gold Course not only requires the support of external policies and mechanisms, but also requires young teachers to have a conscious sense of patriotism, mission, and education, adhering to the primary identity of a teacher, returning to their duties, loving teaching, dedicating themselves to teaching, researching teaching, dedicating themselves to educating people, and making the teaching profession a noble cause and unremitting dedication to it are the internal driving forces of young teachers. Teachers' subject knowledge, educational concepts, teaching methods, personal qualities, and educational spirit are dynamic, changing, and developing. There is no ultimate pinnacle, only better, and no best. They need to "teach until old, learn until old, and change until old", and have a conscious awareness of self negation, self-improvement, and self-construction, as well as a conscious action. Only by consciously investing enough time and energy into teaching can we improve and update the subject knowledge system, increase the thickness of subject knowledge theory, form a broad perspective, keep up with the forefront of the subject, lead the development of the subject, and maintain the forefront and leading edge of teaching content. In short, in the construction of the "Gold Course", teachers should have a sense of "educating others" and "educating themselves" first, and have a conscious and action conscious awareness of continuous self-improvement and improvement, as well as continuous self negation, self optimization, and self construction.

5 Conclusions

Young teachers are an important force in the construction of Gold Course. To motivate young teachers to participate in the construction of Gold Course actively, it is necessary to start from three aspects: policy guidance, external mechanism promotion, and internal driving force promotion, in order to achieve a positive interaction between teachers' professional development and Gold Course construction.

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