

# Several Suggestions on Creating Golden Courses in Higher Vocational Colleges

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**Abstract:** The concept of "Golden Course" coincides with the requirements of talent training in higher vocational colleges in terms of improving teaching quality and improving teaching links. Building in-depth "gold courses" is the basic guarantee and necessary condition for higher vocational colleges to improve the quality of talent training. According to the characteristics of vocational colleges, combined with the author's many years of teaching work experience, in terms of how to create "golden courses" in vocational colleges, it gives the idea of improving teachers' education, changing traditional teaching methods, deepening school-enterprise cooperation and promoting the integration of production and education. Wait for a few suggestions.

**Keywords:** Golden Course; Vocational College

"Gold Course", as the name implies, is a course with gold content and high quality. It was proposed by the Minister of Education Chen Baosheng in a speech at the New Age National Undergraduate Education Work Conference on June 21, 2018. Although the concept of "gold class" was proposed for the construction of first-class undergraduate colleges, it coincides with the requirements for talent training in higher vocational colleges in terms of improving teaching quality and improving teaching links. Therefore, the construction of in-depth "gold courses" has also become the basic guarantee and necessary conditions for higher vocational colleges to improve the quality of talent training.

The difference between higher vocational education and undergraduate education is that undergraduate education tends to be theoretical teaching while higher vocational teaching tends to cultivate professional skills. Combining my more than ten years of teaching experience in colleges and universities, I put forward the following suggestions on how to create gold courses in vocational colleges.

## 1. The foundation of creating a golden lesson is the improvement of teachers' education concept

In the current higher vocational colleges, the phenomenon of "emphasizing scientific research and cultivating people" is common. Most teachers believe that scientific research results are their own achievements, which play a crucial role in improving their own quality. Teaching and educating are just a task can be completed on time. To solve this problem, the most fundamental thing is that the teachers themselves should strengthen their personal cultivation. It is clear that the essence of education is "teaching and educating people", raising the concept of educating people to a certain height, and truly caring for the growth of students in all directions.

## 2. Combining the characteristics of vocational talent training to change traditional teaching methods

Traditional teaching methods focus on how teachers teach, and the transformation of real teaching methods should change the focus of the teaching work from the main body of teachers to the main body of students, devoted to studying how students learn. In this regard, teachers in vocational colleges have a very operative way, that is, they can try to achieve this by flipping the classroom, readjusting the proportion of time inside and outside the classroom, and transferring the initiative of learning from the teacher to the student. purpose. On the other hand, because vocational students generally have poor self-discipline ability, and sometimes have the initiative without supervision, it is a laissez-faire. Therefore, the flipped classroom of higher vocational colleges should strengthen

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the role of teachers in supervision and guidance. On the one hand, "let go" to allow students to take the initiative to learn in flexible time, on the other hand, it is necessary to "tighten the rope" to prevent students from wasting valuable learning time.

In addition, the creation of "gold courses" in higher vocational colleges should also focus on the characteristics of vocational talent training. It must be clear that the goal of talent training is different from other forms, and it must also follow the rules of professional growth, vocational education and the learning of students Work process-oriented and task-oriented, allowing students to "do middle school" and "do middle school", so that students can meet the basic requirements of professional skills when graduating from the professional knowledge reserve.

### **3. Improve teaching management and examination system**

To build a "golden course" in higher vocational colleges, we must rely on the support of teachers. In addition to the constant improvement of teachers' professional qualities, good teachers need to be constantly motivated. We can inspire teachers' enthusiasm by changing the teaching management policies. For example, we can set up teaching professor posts. The evaluation of job titles no longer relies on scientific research indicators for qualitative evaluation, but rather comprehensive work, scientific research, guidance skills competitions, enterprise practice, participation in teaching and curriculum reform and other aspects of work performance indicators. Such a flexible management policy will greatly enhance the enthusiasm of teachers in teaching and educating people, free from the heavy pressure of scientific research, and do their best to do their own work in educating people, thus creating more "golden lessons".

Higher vocational colleges have more or less the shadow of undergraduate colleges, especially in the examination system. Most examination subjects in most vocational colleges still use the final examination system of undergraduate colleges. Concentrated examinations are conducted in the form of written examinations. Combining the characteristics of students in vocational colleges and the characteristics of education models, we should start with reforming the examination system of higher vocational colleges, try to assess students' comprehensive abilities and classroom performance, and allow teachers to assess each student's standards Students "tailor-made", fundamentally change the concept of focusing only on the assessment of book knowledge theory.

### **4. Deepen school-enterprise cooperation to promote the integration of industry and education**

The true essence of the characteristics of higher vocational education lies in the school-enterprise cooperation and the integration of industry and education. In the process of creating a "golden course" for higher vocational education, it is necessary to closely connect with social organizations and industry enterprises, and hire enterprise experts to participate in the course teaching. Encourage students to visit and practice in the company from time to time, so as to "come from the enterprise and go to the enterprise". Professional seminars are held regularly to discuss professional development trends and cutting-edge scientific and technological knowledge, focus on continuing education, and enable students to establish the concept of lifelong learning. The school formulates encouragement policies and reward mechanisms, and leads the establishment of a teaching steering committee composed of enterprise technical experts, professional leaders, and academic leaders to guide teachers of various professions in the construction of "gold courses", and implement dynamic monitoring of courses to protect teachers. The "gold class" has lasting vitality.

It is worth mentioning that in addition to teachers, the creation of "Gold Class" should pay more attention to the main role of students. As the audience of the course, changing the learning thinking and learning attitude is also the main factor for the course to become a gold class. With more knowledge and skills as the goal, actively participate in classroom teaching, so as to motivate teachers to prepare lesson and teaching better, and promote the construction of "golden class" at the same time.

To sum up, the vocational colleges must combine the characteristics of their own talent training, grasp the key factors, and create the most suitable "gold course" to provide basic support for the cultivation of post-skilled talents.

## **References**

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