

Exploration and Thinking on the Construction of “Golden Course” in Higher Vocational Colleges

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Abstract: Since the concept of “golden course” was put forward by the Ministry of Education, it has not been clear about the essential characteristics and connotation of the standard of this concept. In essence, this concept belongs to the concept of policy rather than academic. “Golden course” is to adapt to the new requirements of talent training in the process of higher vocational education. In the specific teaching process, it reflects the high-level challenge and innovation, so as to effectively enhance the potential and learning interest of students in higher vocational colleges. For “golden course” standard, we need to carry out research and analysis from the three aspects of learning methods, course content and teaching form.

Keywords: Higher Vocational Colleges; Golden Course Construction; Advanced Knowledge

Since the Ministry of Education put forward the concept of golden course in the document, higher vocational colleges have responded one after another. However, in the specific process of golden course construction, colleges and universities have also encountered many practical difficulties. The fundamental reason is that many basic problems have not been clarified. On the surface, they are all problems in teaching practice, but in fact, the theory of “golden course” standard has not been improved. Only by systematically clarifying the theoretical problems of “golden course” standard can we play a scientific guiding role in the actual teaching.

1. The connotation analysis of “golden class”

Scholars have no words. The “golden course” standard of high level, innovation and challenge by the scholars is the most influential at this stage. It puts forward the gender degree of challenge, high-order and innovation. Other scholars have discussed in detail from seven aspects, such as temperature, difficulty, precision, depth, strength, breadth and height based on the viewpoint that no words have been put forward. Some scholars believe that it is not perfect to generalize from these abstract levels. More needs to be constructed more perfect in the aspects of student learning, curriculum concept, teaching process, curriculum objectives, teaching environment, curriculum content, teaching staff and curriculum evaluation. The “golden course” standard discussed in this paper is a further clarification and refinement of the standard of high level, innovation and challenge proposed by scholars, rather than a detailed quantitative index discussion of the standard of one degree of gender. The core idea of “golden course” is to promote the development of students with higher quality and change the current teaching situation through the improvement of course challenge and difficulty in higher vocational colleges. Therefore, the wordless standard of scholars should pay more attention to the three aspects of learning style, course content and teaching form.

2. The standard explanation of “golden course”

2.1 Based on course content

In the process of “golden course” construction, the core point is the arrangement of course content, which is also a core

aspect of golden course standard that should be paid enough attention to. If only the form of teaching is studied and adjusted, what can be achieved can only be gold-plated course. Only by making the teaching form and course content fully meet the golden course standard, can we achieve the real pure “golden course”. From the perspective of course content, this paper makes an accurate interpretation of the standard of “golden course”, and also carries out in-depth discussion and analysis from the logical starting point of higher education. Some scholars once said that the current stage of higher education is more about the research of some advanced knowledge, so the logical starting point here is more often referred to this kind of advanced knowledge, therefore, the first thing that the curriculum of higher vocational colleges should have is the feature of high-level knowledge. In the arrangement of course content, it must have the cutting-edge, professional, ideological, classic and integrity. The most basic characteristic of advanced knowledge is the so-called professionalism, which means that the specialized research of all kinds of knowledge has a certain degree of difficulty and depth, while the classicity refers to the development characteristics of curriculum content. No matter in the creation of new knowledge in any discipline, it must go through the process of continuous knowledge accumulation. In a specific field of knowledge, on the one hand, classic literature and knowledge symbolize profundity; on the other hand, it embodies the basic content of the course, which is an eternal element in a specific field of knowledge. From the perspective of the former, it reflects the updating level of the curriculum content and the continuous innovation characteristics. To a certain extent, it complements the classic, and reflects the knowledge from the perspective of development and inheritance.

2.2 Based on teaching form

From the perspective of teaching form, we need to pay attention to two aspects: One is the presentation form of the course, which includes social practice “gold course”, offline “gold course”, virtual simulation online “gold course”, etc. On the other hand, we need to pay attention to teaching methods and models, which include flipped teaching method, working method, discussion method, inquiry method and demonstration method, etc. These two aspects need to be analyzed and discussed in depth, so as to better present in the construction of “gold course”. Wordless scholars in the innovative discussion of the “golden course”, focusing on the interactive form and advanced nature of teaching forms, and pay close attention to the new methods and core technologies of various teaching forms. However, it is not enough for the teaching form to focus on these two aspects only. How can we ensure that the teaching form meets the high level knowledge in the actual teaching? Learning characteristics can also fully reflect the difficulty and depth of the course, and play a better role in cultivating the thinking and comprehensive ability of students in higher vocational colleges. These are the problems that need to be focused on in specific teaching forms. Therefore, for the setting of teaching form of gold, we must satisfy the principles of traction, advanced nature, appropriateness, interactivity and ductility. The so-called appropriateness is the principle that should be respected first in the selection of teaching forms and methods, and check whether the selected teaching method, teaching presentation form and course content are consistent can play an auxiliary role in the realization of teaching objectives. At present, the form of this course is generally focused on online teaching and mixed online and offline teaching. Many educators in higher vocational colleges think that traditional offline teaching has been a bit backward. Some teachers in vocational colleges deny traditional teaching methods, they prefer to adopt the so-called new mode and new method teaching trend, which is very important for the construction of “golden course”, in fact, all teaching methods and classroom presentation forms are not universal with irreplaceable status. In the teaching of higher vocational colleges, there are many teaching methods, which will increase with the development of society, and provide more choices for teachers in higher vocational colleges. The so-called extensibility refers to the tension of teaching in higher vocational colleges. It requires educators to choose appropriate methods, to be flexible in teaching, and to appropriately expand the depth and breadth of the course, so as to fully mobilize the activity of students’ thinking. The so-called traction requires reasonable adjustment and control of the difficulty of the course content. Choosing teaching content with a certain difficulty can stimulate students’ learning potential, so that the development level of students has been further improved.

2.3 Based on learning style

When it comes to innovation in the construction of “golden course”, wordless requires that students’ learning style should have the characteristics of personalization and inquiry. It needs to focus on improving students’ inquiry ability, so that students in higher vocational colleges can obtain personalized development. However, in order to truly realize inquiry, it needs to obtain

some assistance and premise. That is to say, if students want to carry out inquiry learning, they must first ensure that they have autonomy and initiative. The ultimate goal of improving “golden course” is to make students get better development, which must be based on the premise and foundation of students’ active development. Therefore, whether it is classroom teaching, teaching content or the relationship between teachers and students, we should make targeted adjustments to students’ initiative to ensure that students in higher vocational colleges are more active in the learning process. In order to realize students’ more active learning, we must meet students’ autonomous learning needs, so that students in higher vocational colleges can freely promote their own learning actions and the will of learning, to make independent decisions on their own learning, and realize the consciousness of learning. In addition, the realization of inquiry in the construction of “golden course” must also apply cooperation and privacy to assist students’ main learning. In terms of privacy, it requires the students of higher vocational colleges to have the training of careful thinking and complex and in-depth thinking. In the process of “golden course” construction, it requires students to be able to make challenging and exploratory thinking on their own knowledge.

3. Conclusion

In the process of this paper, it focuses on the study method, course content and teaching form of “golden course” standard. This is mainly because these three aspects are very core contents in the process of “golden course” construction, and they are also closely related to teachers’ teaching in higher vocational colleges. Although there are other important aspects in the construction of “golden course” besides these three aspects, this paper thinks that these three aspects are the most direct help and inspiration for teachers, so it is more appropriate to focus on these three aspects.

References

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