

# The Choice of the Construction Path of “Golden Courses” for Applied Undergraduates

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**Abstract** : In the present stage of the construction of application-oriented undergraduate “golden course”, schools and teachers must understand that this work can play a role in the cultivation of talents. In addition, the teaching should reflect more application-oriented characteristics, whether in the course content, course teachers, course teaching. The two characteristics of “golden course” construction should be highlighted as much as possible, one is application-oriented and the other is General characteristics can maximize the characteristics of these two aspects into advantages, so that the application of undergraduate “golden course” can achieve success.

**Keywords** : “Golden Course” Construction Path; “Water Course”; Applied Undergraduate

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The construction of “golden courses” is the starting point for high-quality teaching in colleges and universities, and it is an important way for all kinds of colleges to improve their own school-running level. Application-oriented undergraduate education must not be eager for quick success and follow the trend. In the process of “golden class” construction, the differences between the “golden class” in academic universities and the construction of “golden class” in undergraduate colleges, and their unique characteristics and the path must be clear first. However, at this stage, the research on “golden courses” is more focused on a few ideological and political courses, the construction measures of “golden courses”, and the reasons for the formation of “water courses”, and the construction of “golden courses” in universities of the same type has not been carried out. A more detailed distinction, so it is very important to study the path of the construction of applied undergraduate “golden courses”.

## 1. Currentsituation and problems of applied undergraduate courses

### 1.1 The teaching method is single, and it is difficult to stimulate students’ interest

In the current teaching of applied undergraduate courses, most teachers adopt traditional teaching methods, impart knowledge to students through lecture-style methods, and seldom organize students to discuss and explore learning. And the teaching task is very heavy, so they will spend their only time on imparting knowledge to the students, so the teaching is very monotonous and boring.

### 1.2 The teaching objectives are not clear, and classroom teaching is aimless

In the teaching of applied undergraduate courses, teachers should grasp the soul of teaching, that is, the teaching objectives of the course. So when handing down teaching tasks, most of the time are based on the teaching time to the reality.

Teaching content is arranged, but there is a lack of clear teaching objectives, and students do not understand the teaching objectives, teaching is difficult to reflect the key, difficult, a lot of time to learn students are not interested in the teaching content

and do not like to learn, which is more because they do not know what to use after learning, so they lack goals and interest in the learning process boring.

### **1.3 Not paying enough attention to learning and not teaching students in accordance with their aptitude**

In most applied undergraduate teaching, teachers feel that students are not as good as each other, and think that current students are very lacking in self-consciousness and initiative. Many teachers do not know their students, and they also feel that they do not need to know about their students. Therefore, most of the time in their teaching, they start from what knowledge they teach, and rarely think about what students need and how to teach in order to be more easily accepted by students.

### **1.4 The classroom atmosphere is dull and the teaching is divided**

In the current teaching of applied undergraduates, there are teachers who teach teachers, mainly teaching, and students do their own work. Although teachers talk very vigorously, students learn more vigorously, and they sit in their seats. Watching videos on the Internet shows that the content of students' self-learning has a strong purpose, however, many of the content that teachers teach in class is not what they want to learn.

## **2. Several suggestions on the construction of “golden courses” for applied undergraduates**

### **2.1 Based on the course module to realize the classification and establishment of the “golden course” benchmark**

Although for all application-oriented undergraduate university curriculum construction, creating “golden courses” is the ultimate goal, however, some researchers suggest that batches of “golden courses” should be built through institutional reforms. However, most of the application-oriented undergraduate “golden courses” are still in the process of exploration, and some courses are selected to be made into “golden courses” in order to play a demonstrative effect. It is a good strategy to summarize the lessons learned and the rules to realize the feasible promotion. However, this does not mean that the application-oriented undergraduate “golden courses” must be selected within the application-oriented courses, but should focus on the construction of the application-oriented characteristics of the courses. For example, for general courses such as computer and English, the teaching content can be adjusted flexibly in combination with different teaching majors, so that the knowledge of these courses can be more prominently applied in specific industries. In the professional courses, it is necessary to focus on the construction of practical courses, integrated courses of theory and practice, and courses developed by school-enterprise cooperation.

### **2.2 Implement a strict “golden lesson” process based on process management**

For the teaching of “golden courses” of applied undergraduate courses, it must be realized through strict process management, which is a manifestation of the spirit of craftsmen. On the one hand, it is necessary to conduct a detailed investigation of the content of the industry courses according to the curriculum system and the training objectives of professional talents, and to achieve the accurate construction of the literacy, ability and knowledge target system according to the Bloom target classification method. Secondly, it is necessary to clarify the course resources, course objectives, course learning methods, course schedules, course evaluation methods, course content and other details, and formulate a feasible course outline. The third aspect is to form at least one effective and characteristic teaching method for the design of activity links and characteristic teaching methods, aiming at the ability and content of the course. In addition, the design of the activity link needs to be consistent with the actual situation of the industry. In the fourth aspect, curriculum evaluation needs to be based on the syllabus and guided by the curriculum goals, and build a comprehensive evaluation system that combines summative evaluation and process evaluation, covering literacy, ability and knowledge.

### **2.3 Based on the result-oriented evaluation of the construction effect of the “Golden Course”**

From the perspective of the evaluation indicators of “golden courses” in colleges and universities, it determines the specific construction direction, covering the two basic contents of what to evaluate and who to evaluate. The reason for creating an applied undergraduate “golden course” is to strongly support the realization of the goal of professional talent training. The final evaluation of applied undergraduate courses also needs to always focus on this point to carry out result evaluation and process evaluation. The main content of process evaluation is to implement a rigorous course teaching process, such as the assessment criteria and structure of the course, the design and expression of extraction objectives, the design of teaching activities, the use of teaching methods, and the organization of teaching content. The main body of evaluation should include teaching experts, teachers themselves, experts in the same industry and students, and the result evaluation is mainly to evaluate the teaching effect, that is to say, the students have achieved their own literacy, ability and knowledge through the learning of the corresponding courses. Therefore, third-party evaluation and industry evaluation can be appropriately introduced, so that the corresponding courses can be further improved from

the perspective of the industry.

## **2.4 Based on different subjects to realize the construction of the “Golden Course” guarantee system**

At the current stage, most industry experts, teachers and students feel that in the process of "golden course" construction, the course itself lacks gold content and teaching Teachers' initiative is not strong, there is one-sided short-term management in teaching management, students' participation consciousness is not very strong, talent cultivation is utilitarian value oriented, teaching ability aspects also need to be improved and improved, these are some of the more prominent problems, based on the above aspects, the construction of application-oriented undergraduate “golden course” should be achieved as far as possible Multi-subject participation. First of all, in the process of “golden Course” construction, the education department should reasonably allocate resources in all aspects, and should give consideration to academic universities and applications as much as possible. In addition, it is necessary to reform the classification and evaluation system of teachers' professional titles reasonably, centering on teaching and subject research evaluation, with a careful division of academic and application-oriented colleges and universities with obvious differences, for application-oriented colleges and universities, its “golden course” construction should note The school, as a very important place for talent training, must focus on application-oriented talent training to create application-oriented “golden course”, in the implementation of teaching. In the process, we have promoted the construction of application-oriented undergraduate “golden course” from the aspects of professional title evaluation, enterprise resource cooperation, laboratory construction and the introduction of industry teachers. Thirdly, as the main body of the implementation of “golden lesson” teaching, teachers need to further strengthen the training of application-oriented talents and the knowledge learning of course design, as far as possible to improve their own teaching methods and means, on the other hand, need to communicate closely with enterprise personnel, better realize the development of school-enterprise curriculum, in order to ensure with stronger industrial ability, the fourth aspect, because the teaching object of “golden course” is the majority of applied undergraduate students, so we need to combine the actual situation of students, take effective incentive and guidance methods, better play to the subjective initiative of students, to ensure that the “golden lesson” knowledge can enter their heart, into their brain, into their ears.

## **3. Conclusion**

In general, the construction of applied undergraduate courses should be oriented to social needs, and the construction of “golden courses” is by no means an overnight task. Colleges and universities need to work hard and invest energy, combined with the requirements of the times, to deeply explore the construction path of “golden courses”, and guide students to seek truth and learn. Only by keeping pace with the times, studying hard, not afraid of hardships, accelerating the construction of first-class universities, and creating high-quality “golden courses” can we lay a solid foundation for cultivating applied talents.

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