

# Golden Course Construction of “Comprehensive German” in the Context of “Vocational Education 4.0”

Lili Ma

Shenzhen Polytechnic, Shenzhen, 518055, China

---

**Abstract:** “Vocational Education 4.0”, which originated from the concept of “Industry 4.0”, was first proposed in Germany with the aim of promoting the digital transformation of labor force. As talent training base, colleges and universities must adapt to the development of the era. The content and goal of the “golden course” in higher vocational education are concentrate on the connection with professional posts, on the cultivation of students’ digital application ability, on the role of digitalization and informatization in the curriculum, and on the cultivation of students’ ability to control digitalization and informatization.

**Keywords:** Vocational Education 4.0; German Construction of Golden Course

---

**Fund Project:** This paper is the result of the phased research of teaching and researching project of Shenzhen Polytechnic of 2020, named Research on the Construction of Higher Vocational Foreign Language Major Gold Courses in the Context of ‘Vocational Education 4.0’.

## 1. The origin of “Vocational Education 4.0”

The concept of “Vocational Education 4.0” was first proposed by Germany and formed in the process of promoting the development of “Industry 4.0”. In 2014, the Scientific Advisory Committee of the German Federal Government proposed “Industry 4.0” at the Hanover Industrial Exhibition for the first time.<sup>[1]</sup> In general, “Vocational Education 4.0” describes the vision of vocational education, which is to adapt to the needs of the future Industry 4.0 and cultivate talents with corresponding vocational action ability. From the perspective of talent training, it highlights the digital technology capabilities of talents, and emphasizes the social and personal capabilities of talents. In a broad sense, in the current German vocational education policy and practice, vocational education 4.0 is a process of promoting the continuous innovation and development of vocational education with the development of technology and labor changes, focusing on the changes of vocational qualification requirements in the process of digital labor transformation and the innovation of vocational education in talent training based on this change.<sup>[2]</sup> It can be seen that “Vocational Education 4.0” requires talents’ digital technology ability and innovation ability to cope with the digital transformation of labor.

With the continuous development of industrial economy and digital economy, China’s vocational education has entered the “4.0” era. China’s Education Modernization 2035 points out that we should speed up the development of modern vocational education and constantly optimize the structure and layout of vocational education. We should promote the organic connection and deep integration of vocational education and industrial development, and focus on building a number of high-level vocational colleges and majors with Chinese characteristics. The Implementation Plan of the National Vocational Education Reform regards the development of higher vocational education as an important way to optimize the structure of higher education and cultivate craftsmen and craftsmen in large countries, so that the new urban and rural labor force can have more access to higher education. It also points out that teaching standards and quality standards for the graduates should be strictly controlled. Therefore, improving the quality of vocational education, providing high-quality human resources to improve national competitiveness and creating a “golden course” for vocational education are the top priorities of vocational education.<sup>[3]</sup>

## **2. Principles and contents of foreign language golden courses in higher vocational colleges**

The arrival of the era of “Vocational Education 4.0” has brought a new challenge to the training of “vocational foreign language” talents.<sup>1</sup> It is necessary to highlight both the digital technology ability of talents and the social ability of talents. Taking the applied German major in higher vocational education as an example, after many transformations and upgrades, the current talent training goal is to cultivate the compound innovative and skilled digital trade talents with “foreign language ability + business knowledge + digital technology” for the Guangdong, Hong Kong and Macao Greater Bay Area. Next, I will take the construction of “comprehensive German” golden courses as an example to talk about the construction plan of foreign language golden courses.

### **2.1 Follow the basic principles of “Golden Course” construction**

In the process of construction of the course named “Comprehensive German”, four basic principles for the construction of golden course must be followed, namely, “Ideological and political curriculum, value guidance”, “Joint construction of schools and enterprises, and integration of work and learning”, “Digital technology, comprehensive integration”, “student-oriented, continuous improvement”. That is to say, ideological and political education must be organically and silently integrated into the curriculum. The curriculum content should be integrated and reconstructed according to typical work tasks. The digital technology which was used to complete the work tasks should be organically integrated into the curriculum teaching content, giving full play to the advantages of digital technologies such as information technology and artificial intelligence, focusing on students in teaching methods, and reflecting on the relationship between teaching strategies and curriculum effects in real time.

### **2.2 Main contents of constructing “Golden Course”**

#### **2.2.1 Guided by standards and formulate curriculum standards that conform to the connotation of “Golden Course”**

The curriculum standard of “Comprehensive German” has been revised for three times during the whole process. There was no obvious difference between the standard of Version 1.0 and ordinary courses, and it did not highlight the particularity of vocational golden courses. In the 2.0 version of the standard, the enterprise has given full play to its power, work tasks were added, and knowledge and skills with specific work were combined. In version 3.0, the role of ideological and political elements and digital technology in the curriculum was highlighted, and each task has corresponding ideological and political elements. In terms of digitalization, in addition to compiling and publishing digital cloud textbooks, we also photographed micro courses according to each task, expanding micro course resources.

#### **2.2.2 Content reconstruction, set course content basing on real work tasks**

The “golden course” in higher vocational colleges aims at adapting the students to their future jobs. Therefore, the setting of course content cannot be separated from their jobs. “Comprehensive German” has been reformed two years ago in the way of integrating the traditional units into projects. When setting up projects and tasks, golden course group members fully investigated the cooperation enterprises, integrating knowledge points and skills points into the work tasks. Taking one of the projects named “Walking into Berlin” as an example, we combined the work task with “Business Investigation”, so this project was named “Business Investigation-Walking into Berlin”. In this project, students’ ability goals, knowledge goals and ideological and political goals are comprehensively reflected.

#### **2.2.3 Resource construction, reflecting the diversity, versatility and universality of curriculum resources**

Due to the requirement of “digitalization”, the resources of “Comprehensive German” golden course are mostly digitalized resources. The team members of this course have compiled a supporting digital textbook—cloud textbook, which uses digital teaching methods such as pictures, audio, video, online exercises and tests. In addition, this course relies on Superstar system to build a digital teaching platform, in which the resource library of this course is uploaded. There are micro lesson videos, audio, pictures, PPT courseware, test question library, etc. shot by the teaching team. Teachers can carry out diversified online classroom activities on the platform, but also meet the needs of students for self-study. Before class, students can preview the lesson through the video of micro class, and after class, they can practice through the examination question bank. Learning activities are not solely limited to in the classroom, but can be carried out anywhere.

#### **2.2.4 Classroom implementation, student-centered exploration of various teaching methods**

Due to its powerful information characteristics, golden course is quite different from the previous teaching methods in terms of teaching methods. It mainly adopts a combination of online and offline teaching methods, which are student-centered. The commonly used teaching methods of “Comprehensive German” mainly include:

Task-driven method, which based on constructive teaching theory, allows students to learn with tasks and have the initiative to learn, so as to cultivate the ability of independent exploration, pioneering and enterprising independent learning.

Situational teaching method, which uses virtual studio, MR, etc. to simulate the real working atmosphere, allows students to communicate in a simulated working environment, as if they are in different tourism, business and other working scenarios. 3. Role play teaching method, which uses VR technology to create situations, allows students to act as the members of the bidding project team. With VR technology, students can put themselves in the work environment.

Through these teaching methods and means, students can be inspired to give full play to their subjective initiative for independent learning. By self-exploration before class, group discussion during class, summarizing after class, students can complete projects and tasks in a relaxed and interesting atmosphere.

### **3. The Significance of “Comprehensive German” Course Construction**

“Industry 4.0” mainly means that industrial development has entered an intelligent era. The task and challenge of “Vocational Education 4.0” is to promote the digital transformation of labor force. Then, as an indispensable bridge and tool for world industrial development and economic development, foreign languages should also keep up with the pace of the digital era in terms of talent training. We should be the designer and leader of the intelligent era, rather than simply being replaced by intelligent translation machines. Therefore, in terms of curriculum construction, we should change our thoughts, combine the language skills of foreign languages with specific job requirements, learn to use digital tools, stimulate students’ autonomous learning ability, and enable students to acquire not only language application ability, but also operation ability for their jobs. More importantly, the students should acquire top-level design ability, so as to cultivate high-quality, highly skilled compound practical talents that can adapt to this intelligent and digital era.

#### **References:**

- [1]Chen Zheng, Xiu Chunming. The Characteristics and Enlightenment of German “Vocational Education 4.0” [J] Vocational Education and Lifelong Learning. 2017(16):23-26
- [2]Liu Lixin. German Vocational Education Development Strategy in the Context of Industry 4.0. [M] Education Science Press. 2019: 7
- [3]Cai Jigang. The Construction of High-quality Courses in Tertiary Foreign Language Teaching: Criteria and Contents. [J] Journal of Zhejiang International Studies University. 2018(6):1-5