

On the Construction of "Golden Course" in College English

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Abstract: The "golden course" refers to the first-class courses. The teaching quality of this kind of courses is guaranteed. Both the teaching methods and teaching contents are relatively advanced, which can enable students to learn well. Therefore, how to construct "golden course" in teaching has become a key issue for people to think about. However, after a period of thinking, people find that there are differences in the construction path of "golden course" in different subjects, which can not be confused. Therefore, this paper will take college English as an example to analyze the construction path of "golden course" in College English teaching, and elaborate the basic concepts, functions and specific construction paths.

1. Introduction

In recent years, the ability of foreign language talents to cooperate with foreign language industry has gradually become more and more important. With the development of foreign language industry, the ability of foreign language talents in China has begun to develop. The key points that English teaching should pay attention to. Therefore, modern college English begins to think about how to better cultivate students' English ability, and blended education has also been paid attention to in the teaching field. However, it can not fully reflect this point only through mixed education. The construction of "golden course" is more important, which can improve the quality of College English mixed education, and make a good guarantee for the quality of education. It has a certain practical significance to open relevant research.

2. Basic Concepts

2.1 College English Mixing

College English blending generally refers to the combination of online and offline teaching environment, which can make teaching break through the limitations of offline teaching environment, but also retain the advantages of offline environment teaching. In this way, a perfect teaching system can be constructed and the teaching quality can be effectively helped. For the mixed online and offline teaching environment, the offline teaching environment generally refers to the classroom, which requires teachers and students to meet in the classroom at a specified time, and

then carry out teaching exchanges to achieve teaching purposes. However, there are obvious limitations in two aspects: place (refers to the classroom) and time (refers to the specified time), which will conflict with the daily chores of teachers and students, and can not meet the teaching described by teachers and students at any time. Learning needs, once the teachers and students are separated from the offline teaching environment, it is difficult to communicate with each other. However, the offline teaching environment is more intuitive, which is convenient for teachers to show their affinity. It can also enable students to better communicate with teachers and raise their own doubts. This is the advantage of offline teaching environment and an irreplaceable performance of other teaching methods. At this time, in view of the limitations of the offline teaching environment, the online teaching environment is constructed by using the network, so that teachers and students can still communicate through the online teaching environment without the off-line teaching environment. With the help of various functions in the environment, the conflict between teaching and daily life of Teachers and students can be avoided, and the teaching time can be expanded. Online and offline interaction can also use multimedia to improve the intuitiveness of teaching content information display, so that students can better understand knowledge. Therefore, the combination of online and offline teaching environment is conducive to the quality of College English teaching[1].

2.2 "Golden Class"

In the basic concept, "golden class" is a first-class course. This kind of course has strong universality in teaching work, and can be integrated into any form of teaching work, which can also help the quality of teaching. Therefore, in College English, blending should also be integrated into "golden course". How to integrate it has become a problem that relevant personnel should think about. In essence, the biggest difference between the "golden course" and the ordinary course is that the former can not be carried out frequently. The reason is that the "golden course" is designed for the purpose of first-class standard, and it is impossible to sort out the content in line with the first-class standard in a short period of time. Therefore, it can not be carried out frequently. However, there is no concern in this respect in ordinary courses. This point has been verified, but the standard of ordinary courses is inevitably lower than that of "golden Courses". It can be seen that there is a complementary relationship between the two. It is necessary to integrate each other to play the role of "golden course", and to strengthen the educational function of ordinary courses. This is no exception in the mixed level of College English, which should be paid attention to[2].

3. The Function of "Golden Class" in College English

3.1 Cultivate Students' comprehensive Ability to Solve Problems and Advanced Thinking

On the surface, English seems to be just a language tool, but as a literary discipline, there must be many complex problems. These problems are generally comprehensive and can not be solved from one-way theory. Therefore, to solve such problems, we must mobilize our comprehensive ability, analyze the problems from the high-level thinking level, understand the essence of the problems, and adopt them layer by layer. The problem can only be solved with relevant methods. In order to fully mobilize students' comprehensive ability and form advanced thinking, it is very difficult to realize it by relying on ordinary courses. Therefore, after being integrated into the mixed teaching of College English, "golden course" should have the function of cultivating students' comprehensive ability to solve problems and advanced thinking, so as to strengthen the functional defects of ordinary courses. It is worth mentioning that at the level of College English, the so-called comprehensive ability generally refers to the students' theoretical knowledge level and

practical knowledge application ability. There is a close relationship between these two abilities. In solving problems, they should be fully mobilized. Advanced thinking refers to whether the "mobility" of students' thinking ability is strong enough. For example, in the face of a complex problem, some people will divide the problem into "if" Dry structure, gradually looking for "ready-made" solutions for various structures, this kind of thinking is not a high-level thinking, mobility is very poor, but some people will start to combine the methods after finding that the "ready-made" solutions can not completely solve the problem, and even directly transform the methods, so as to increase its energy efficiency. This performance shows that people are in charge of their own thinking. The basic concept of advanced thinking is that the knowledge grasped has been mobilized with high mobility and innovation.

3.2 Promotion under High Requirements

Like ordinary courses, "golden class" has certain requirements for teachers' teaching work and students' learning, but the requirements of "golden class" must be higher than that of ordinary courses, which shows that "golden class" has the characteristics of high requirements. High requirements can create certain pressure on people. If people can turn the pressure into motivation, they can achieve the goal of breaking through themselves and breaking the normal level. This is the knowledge level of people will enter a new level, which is the driving role of "golden class" under the high requirements. According to the relevant theory of "golden class", if the problems faced by students in the whole learning process can be solved under normal conditions, the students' learning income is just the superposition of knowledge information, which can not make the students' thinking ability get a qualitative leap. If the problems faced by students make them break the normal and enter a high concentration limit state, it means learning. The breakthrough of students' thinking ability indicates that "golden class" should have this kind of promoting effect and make students' thinking jump upward.

3.3 Comprehensive Ability Training under the Combination of Theory and Practice

As a written tool, English is often used in daily life. Therefore, people should have good practical application ability when using English for communication, and at the same time, they should also have a sufficient understanding of English theory. This is the fundamental purpose of College English teaching, that is, to improve students' English theory and practice ability in an all-round way. In the past, College English teaching has achieved this goal, but the effect is not good. Students generally have strong theoretical ability and weak practical ability. There are two reasons for this problem: first, in the past, teachers devoted more class hours and resources to theoretical teaching, resulting in insufficient time and resources for subsequent practical teaching. Due to the low frequency and degree of practical teaching, students' practical ability can't be effectively cultivated. Secondly, most teachers set up practical projects by subjective means when they carry out English practice teaching, which leads to the practice projects divorced from the theory, and students feel uncomfortable in the process, and the practice is too difficult, so the effect of practical teaching will also decline. In this case, it shows that modern college English should combine theory with practice, and "golden class" can achieve this, that is, "golden class" itself is used in combination with ordinary courses. Therefore, theoretical teaching can be carried out through ordinary courses, so that "golden class" can be combined with theory without too much consideration of students' theoretical level, and can be put forward in accordance with students' theoretical cognition. Some practical problems can guarantee the practical teaching resources of College English. At the same time, the combination of problems can enable students to think in theory in the practical environment, cultivate practical thinking and consolidate the theoretical

ability. In addition, because the practical problems proposed by “golden course” are in line with the theory, there will be no problem of excessive difficulty in practice” “Golden class” can achieve the combination of theory and practice, and through the practice project to comprehensively cultivate students' ability.

4. The Construction Path of College English Mixed”Golden Course”

4.1 Do a Good Job in Teaching Design to Ensure the Perfection of”Golden Course”System

The first step of the construction path of College English mixed”golden course”is to do a good job in teaching design,which is related to whether the”golden course”system is perfect or not.If the system is not perfect,it will inevitably affect the teaching effect.The teaching design of”golden course”in College English should pay attention to three main points,namely,the establishment of teaching objectives,the expansion and diversification of teaching content,and the characteristic education.The specific contents are as follows.

(1)Establishment of teaching objectives

In addition to knowledge education,the teaching purpose of”golden course”must also include the goal of cultivating students'ability.Students should not simply accumulate knowledge,but should let them know how to use knowledge flexibly.This is the main goal of mixed”golden course”teaching of College English.First of all,in the ordinary course teaching,students generally have sufficient theoretical knowledge and preliminary practical application ability.Secondly,in the construction of”golden course”,teachers must focus on students'practical ability and related thinking ability,and promote students'relevant ability through various teaching methods,so as to urge students to think about the application and combination of different knowledge,and to solve the problems These methods should be innovated and reformed to achieve the goal of ability training.

(2)Expansion of teaching content and diversified design

First of all,teachers must grasp the core content of the course and organize the teaching content to deepen the connotation of the course.At the same time,in the content design,we should not pay too much attention to the form of textbooks.We should adhere to the principle of innovation.We should try our best to build some knowledge framework that fits the real environment,so that students can think.For example,teachers can use a certain enterprise in English In this way,extra-curricular teaching resources can be integrated into the”golden class”teaching,and the mixed teaching content of College English can be expanded.Secondly,in the process of expanding the teaching content,teachers should pay attention to the diversified design of the content.In other words,in reality,middle school students will inevitably encounter many different problems,which have certain requirements for students'English culture,communication ability and humanistic quality.Therefore,it is difficult to guarantee that students can deal with these problems through”golden class”simply by designing similar questions.Teachers should fit in with the reality Various comprehensive problems should be designed to cultivate students'abilities in various aspects,reflecting the role of diversified education.

(3)Characteristic education

There are different forms of characteristic education in practical application,and the functions of each form are different,depending on the actual needs and teacher design.However,the more common form of featured education is”online/offline”.In this form,teachers can record offline education activities into videos,and then upload them to the network platform for students to study anytime and anywhere,and the process can be suspended,Students can make full use of their fragmented time to participate in the”golden class”course,and teachers can also carry out online teaching in extra-curricular time.This teaching method is relatively intuitive,which can help teachers make up for the lack of offline teaching,and promote teachers to explain knowledge more

completely.

4.2 Reasonably Set the Difficulty of Problems and Play a Reasonable Role in Promoting

Under the high requirements of College English "golden course", teachers have to put forward some problems which are more difficult than ordinary courses, so as to play its role in promoting. However, the difficulty lies in the fact that the problems raised in the "golden course" must be reasonable in difficulty. If the difficulty is too high, it will lead to students' learning difficulty, which can not be solved in their existing ability. Enthusiasm strikes. Therefore, in the construction of "golden class", the difficulty of problems must be set reasonably. Teachers should always understand the current level of students and appropriately improve the difficulty of problems, so that the "golden class" can play a reasonable role.

4.3 Fit Students' Interests and Set Up a Combination of Theory and Practice

Although the "golden course" can achieve the combination of theory and practice in theory and cultivate students' Comprehensive English ability, to achieve this, we must ensure that students have sufficient motivation in the project of combination of theory and practice, and interest is one of the power sources of human learning. Therefore, the combination of theory and practice should be set according to students' interest in "golden class". According to the early "golden class" development, many teachers neglect the students' interest in the project setting of the combination of theory and practice, and there is also a common problem of subjective design, which makes students have no interest in the project. Therefore, the learning attitude is negative and the thinking is difficult to operate smoothly. For example, in order to improve students' actual English communication ability, teachers set up the "It is undeniable that this project has the effect of improving students' actual English communication ability. However, according to the implementation of the project, students are not active in the project, and only have simple communication with foreigners, such as "hello", "I'm from China. Where are you from? ", "what kind of food are you going to enjoy this afternoon? "And so on. It can be seen that interest is very important. Therefore, in the construction of modern "golden class", teachers are suggested to do two jobs: first, teachers should actively communicate with students, and at the same time, pay attention to students' extracurricular activities, so as to understand students' interests and clarify the design direction of combining theory with practice; second, combined with students' interest orientation, teachers must find a fit with students' interests, and can play the role of "golden class" ability training project subject, around the theme of the project design can avoid the above problems. For example, a college English teacher has done these two tasks well in the construction of "golden class". Through communication, the teacher learned that students like to watch movies. Then, he reformed the project of "online dialogue with foreigners". In particular, he invited many overseas personnel from the film and television field to participate in the "golden class" teaching activities, and proposed "dramatic features in" The theme of "films", which can stimulate students' interest, make overseas personnel and students have sufficient topics, and effectively improve the teaching quality of "golden course".

Notes in the mixed "golden course" of College English

Under the above construction understanding, "golden class" has been thoroughly implemented in College English blended teaching. However, according to past experience, teachers may fall into some common misunderstandings even under the perfect "golden course" system. Therefore, these misunderstandings are the matters needing attention in the development of Modern College English "golden course", which will be discussed below.

4.4 The Formation of Thinking Needs to Follow the Principle of "from Simple to Deep"

In order to cultivate students' advanced thinking, many college English teachers will directly throw a series of thinking guidance problems to students, forcing them to directly enter the practical state to start thinking. However, for the students who have just entered the golden course, they are still relatively weak in practical ability, so their practical thinking is also at a low level. At this time, let such students direct their thinking. After entering the practice state, students will encounter greater difficulties. The current cognition is not enough for students to comprehensively analyze the problems and make comprehensive practical thinking. This way is no different from pulling up seedlings to encourage students to promote, so it is a matter that teachers need to pay attention to. In view of this, College English teachers should follow the principle of “from the shallow to the deep” in the “golden class” teaching. At the beginning, they should not directly raise the problem of too high difficulty. They should start from the foundation. They can first put forward some relatively simple problems with shallow knowledge depth, so that students can practice thinking training, and then gradually increase the difficulty, so as to promote students' practical ability and thinking steadily. Climbing, giving students too much time, this can not only avoid the phenomenon of growing up. In addition, the principle of “from the simple to the deep” should be embodied in the link of “setting teaching objectives”. In addition to requiring teachers to set teaching objectives for students, teachers also need to let students learn how to set learning goals by themselves. In this way, when facing the teaching objectives proposed by teachers, students can decompose the teaching objectives according to their own habits and form a series of steps. Stage learning objectives, step by step from the basis of learning, to ensure that they can achieve the goal.

4.5 Focus on Evaluation

In the process of “reasonably setting the difficulty of problems and playing a reasonable role in promoting”, teachers should also pay attention to evaluation, that is, although the difficulty of the problem is reasonable, it is still higher than the students' current cognition. Therefore, students will inevitably have some bad performance in the process of thinking about problems. These performances are the shortcomings of students at present, and teachers in the “golden class” for the sake of cooperation. It is necessary to let students know their own problems, what problems exist and how to solve them through evaluation, which shows that evaluation is very important. In order to do a good job in the evaluation of College English “golden class”, teachers should pay attention to two main points: one is the evaluation method. In the past, many teachers only used the scoring system to evaluate the “golden class”. Students can only know their own problems through the score, but they don't know what problems exist and how to solve them. Therefore, teachers should not only use the scoring system to evaluate, In addition, the evaluation system should be adopted. In the evaluation, the evaluation has the function of pointing out the problems and telling the students how to solve the problems, which can guide the students to carry out the follow-up study in the correct direction and realize the self-improvement; the second is the “style” of the evaluation, that is, first of all, the psychological role of the students will have a direct impact on their learning state, which is in the “golden class”. Second, teachers' comments “style” will have an impact on students' psychology. If the impact is negative, the students' psychology will be hit and their learning state will decline. Therefore, teachers should pay attention to “style” in their comments, and should set “style” according to different students' psychological characteristics. If the students' psychological endurance is weak, then the “style” of comments should be However, for the students with strong psychological endurance, the “style” of the comments should be serious, otherwise, the comments would be difficult to have an effect on such students.

5. Conclusion

To sum up, this paper focuses on the construction path of College English mixed "golden course", expounds the basic concepts of the key points, and discusses the construction path. Through the analysis, we can see that "golden class" has good application value in College English. Therefore, how to construct "golden class" is a problem that should be considered in Modern College English. According to the construction path in this paper, we can ensure that the "golden class" has its due role, which shows that the construction path is applied effectively, hoping to play a reference role.

References

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