

Research on Classroom Teaching Reform of Public Education Courses in Colleges

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Abstract: in the curriculum arrangements of normal colleges, there will be differences in different courses depending on the major, but the public basic courses are compulsory courses that all major students must study, including education, psychology, college english, university computer, ideological and political theory, advanced mathematics and basic physical education, etc. The reason why this course requires students of all majors to study is mainly to help students lay a good foundation and better adapt to the later courses. It can strengthen the ideological education of students, make them correct their outlook on life, values and world, and continuously improve their personal quality and learning ability. That is to say, although the public basic courses and the majors studied by students are not directly connected, they are students. The follow-up study played a foundational role and is an essential part of the university's knowledge structure. It is also a necessary condition for our university to cultivate applied talents for the society. In order to continuously improve students in the school and cultivate the ability for the society high-quality talents the need for more public education to carry out a full range of basic courses.

1. Introduction

With the maturity of internet technology in modern society and the rapid development of mobile smart terminal platforms, people in contemporary society are more willing to connect the internet and the world through mobile smart terminals. Technology is gradually infiltrating people's daily life, learning and work among. The public basic course, as a compulsory course for students just entering university, has a certain impact on students' future study and life planning, because the specific arrangement of the course is conducted in the way that contemporary society most needs talents, but the course is in some higher vocational colleges are not well developed, because the students' curriculum arrangements are very tight, and without sufficient time to study them, they will not be able to appreciate their essence more deeply, which suppresses their potential to a certain extent play. Based on this, this article will focus on the main points of classroom teaching reform of public pedagogy in colleges.

2. The Significance of Constructing a Public Curriculum System for Innovation and Entrepreneurship Education

2.1 Breaking Down the Barriers of Colleges and Universities, and Launching Collaborative Innovation Education

As far as the current status quo is concerned, in order to better meet the needs of society, college education does not stick to the traditional model and gradually starts to innovate, but there are still some barriers. For example, many schools now begin to incorporate innovative entrepreneurship into their courses, but it has some limitations and is only applicable to secondary colleges, that is to say, only students of this college are available. In this case, students do not need to worry about the content of professional subjects, but they are still lacking in innovation and entrepreneurship. The public basic curriculum can make up for this very well, and build an innovative system that applies to the entire education process. In this process, major vocational colleges should start from their own and continue to develop various professional teachers in the school. The interaction and

communication between them broke the barriers between the majors of the colleges and departments, and worked together to establish a better quality innovation and entrepreneurship curriculum system.

2.2 Focusing on Practice, Designing an Innovative and Entrepreneurial Curriculum System Combining Theory with Practice

The combined innovation and entrepreneurship curriculum system In the process of developing the innovation and entrepreneurship curriculum, colleges and universities must take the actual situation as a benchmark to find a teaching mode suitable for their school, and then complete the system combining and overall layout of the curriculum, which is an innovation and entrepreneurship system. It can be completely and directly displayed to students, and then in accordance with the interests of students, select simulation, lectures, visits and other models to pass these information to students to improve their practical ability.

3. Innovative Measures for Classroom Teaching Reform of Public Education Courses in Colleges and Universities

3.1 Establish a Competency-Based View of Teaching Quality

Whether the quality of teaching has been improved is a manifestation of the success of teaching reform. This rule applies not only to China, but also to countries all over the world. Similarly, improving quality is also the fundamental task of educational reform. The quality of teaching is not restricted to students' knowledge. The intake is not judged from the score. It is more about what students can achieve, and then the students' learning of various abilities determines whether the teaching quality has improved, and urges students to continuously improve their innovative ability. Is to better adapt to society and the world. [3] Learning public basic courses is not only a mastery of knowledge and skills, but a flexible application of a series of knowledge and skills learned, and practice activities around the content of the course, while learning the basics of the content, learn more Knowledge to improve their level of comprehensive ability. Therefore, in the teaching of public basic courses, the transfer of basic knowledge is only the basic stage, and more importantly, the transfer of abilities is the most important; in the evaluation of public basic courses, testing the basic knowledge of students is only one aspect, and On the other hand, it is more important to test whether students have the ability to delve deeper, think more, and use the knowledge they have learned to solve problems. The teaching activities of the curriculum should pay attention to the cultivation of the ability dimension. At this time, the students' learning knowledge will be active, thinking and cooperative, and the teaching results of the curriculum will be deep and broad, so that students can learn from this curriculum. [5]

3.2 Combination of Teacher Training and Technological Innovation

3.2.1 Cultivate High-Level Teachers

The orientation of some colleges and universities is mostly teaching, and the main responsibility of colleges and universities lies in training talents. Therefore, the teaching ability and teaching level of young teachers are the key factors affecting teaching quality. Improving the teaching level of young teachers, promoting the simultaneous improvement of scientific research and teaching, and building a high-quality teacher team are more conducive to the “double high” construction of universities. High-level teachers must have the ability to carry out teaching activities and academic research ability to conduct systematic research on teaching activities. At the same time, they must also have the ability to reflect, innovate, analyze, and even communicate with their peers. Young teachers analyze their own teaching characteristics, form a comprehensive knowledge structure on their professional knowledge, and integrate subject specialty with education and teaching perfectly. In the growth of young teachers, we must strengthen the cultivation of professional ethics and promote the smooth growth of young teachers. Therefore, in the teaching, the young teachers are continuously guided to the emotional investment in teaching, which mobilizes the young teachers'

creativity in teaching and the enthusiasm of teaching. In the introduction of teachers, we must consider the construction of discipline echelon, and properly consider the long-term development needs of disciplines. At the same time, we must build a scientific and reasonable teaching evaluation system, integrate various evaluation scores, train young teachers to form their own unique teaching modes, and continuously improve the quality of teaching.

3.2.2 Reasonable Allocation of Teaching Resources for Teachers

In teaching management, it is necessary to reasonably arrange teaching positions and reasonably allocate teacher resources. On this basis, guide young teachers to combine teaching with academics, and stimulate academic flowers in teaching. Actively promote academic progress, promote scientific research development with teaching, and feedback teaching practice with scientific research. In teaching, young teachers should communicate and communicate with older teachers more, build a mutual-sharing platform for mutual sharing, and promote the new and old learning model that combines the mentor system with the apprenticeship system. In the era of big data, teachers themselves must adapt to the data culture, learn to understand data, trust data, and apply data, and fully combine data management capabilities with teaching capabilities. Under the new situation, universities should strengthen the construction and application of big data technology, and provide teachers with rich data resources and convenient teaching facilities through modern technical means. Through the use of advanced technology, young teachers' scientific research capabilities are transformed into teaching advantages, and the positive interaction between scientific research and teaching is promoted. Nowadays, when colleges and universities strengthen their study styles and pay more and more attention to classroom teaching, young teachers can help older teachers update their teaching methods, adapt to data-based teaching reforms, and improve the overall modern level of school teachers.

3.3 Establishing an Ecologically Focused Concept of Classroom Construction

In the course of teaching public basic courses in colleges and universities, if you want to transform the classroom into a real “school,” you need to adhere to the development model of ecological philosophy teaching, use philosophy to analyze and deal with problems. In classroom learning, not only must every student be guaranteed both are able to adapt to the classroom space environment. It is also necessary to constantly adjust the relationship between professors and learners, correctly treat and deal with contradictions between teachers and students, and achieve harmony and unity. In China's traditional teaching ideology, we adhere to the teaching development concept of “Teaching Your Teachers and Believing in Their Ways”, and have been effectively inherited and carried forward. Because all teaching activities carried out in schools have their own special value and significance, the content of activity teaching can not only enhance the emotions of teachers and students, but also achieve a reasonable analysis of the teaching content and ensure the teaching effect. [6] Therefore, in the process of constructing an efficient ecological classroom, harmonious teacher-student relationships need to be taken as the key construction content to play a role in teaching. In the process of building a harmonious teacher-student relationship, teaching needs to achieve the following: First, teachers are required to effectively recognize the value of teaching courses, understand and respect individual students and behaviors, and lead by example, regulate their own behaviors and become Models and role models for student learning; Second, through continuous learning, improve their professional knowledge. If professional teachers are well-informed, they can effectively extend and connect relevant knowledge points in the classroom to form a colorful curriculum knowledge system, which will help resonate with students and reduce autocracy and one-sidedness in the teaching process. Improving self-cultivation; third, constructing a harmonious classroom of teachers and life. The so-called equality classroom requires teachers to treat each student as a living individual, listen to their different ideas and opinions, respect the personality of the students, teach according to their aptitude, meet the learning needs of different students, and achieve diverse teaching.

3.4 Provide More Practical Opportunities for Students

As a university, students can be organized to participate in practical activities related to innovation and entrepreneurship in light of the actual needs of innovation and entrepreneurship courses. Teachers must give students more opportunities to practice, not just stay at the level of knowledge, but also continue to tap students' innovative consciousness and willingness to start a business, fully connect the various characteristics of students, majors and industries, and encourage students to truly participate in the practice of innovation among. It is also worth noting that universities should also provide support for students' practice in terms of resources, channels, platforms and technologies. Colleges and universities can actively cooperate with social enterprises, organizations, units, etc., both sides jointly fund their own advantages to provide support for students' innovation and entrepreneurship, and to nurture partners with the results of student innovation and entrepreneurship, thereby attracting more resources. Colleges and universities can build a practice platform related to innovation and entrepreneurship, and on the premise of ensuring that students have a solid theoretical foundation, the practice platform can be used to stimulate students' innovation ability, get it inspired, and verify it in practice. The main goal is to train application-oriented talents and provide students with a wide range of personalized development. For example, a good entrepreneurial incubation park is established in the school, or a school-enterprise combination method is used to provide practical opportunities for school students to allow students to master the skills and methods of innovation and entrepreneurship in practice and accumulate experience. In addition, students can be arranged to participate in relevant competitions, so that students can promote each other and cultivate their innovative and entrepreneurial thinking.

3.5 Optimize Teaching Content and Do a Good Job of Teaching Classification

Teachers should effectively grasp the specific situation of students in practical teaching activities, and implement divided module teaching for the arrangement of public courses. Generally, it is recommended to divide into two modules: public knowledge and professional knowledge. For students who take courses in multiple majors at the same time, the general basic knowledge module is generally selected to teach students the basic professional knowledge development system. The development of this module has a fixed feature, because there is a gap between the development of students' own professional and professional knowledge modules. It is necessary to learn the basic content to lay a solid foundation for high-level learning. In addition, the public basic courses can be classified and taught according to the specific specialty of the student, respecting the professional characteristics and main points of the student, and enhancing the student's learning motivation and Initiative.

4. Conclusion

In summary, by analyzing the significance of public basic teaching reform and innovation in universities, recognizing the importance of public curriculum development, and adopting a series of effective means to reform, improve teaching effectiveness, effectively guide and help students establish a correct outlook on life and Values. In the process of reforming the public curriculum, it is also necessary to effectively integrate with the actual development of the current era. Through the application of the Internet and big data technology, a reasonable allocation of management resources and student conditions is achieved, and personalized and dynamic management is achieved. To continuously realize the sustainability of the development of education and teaching, to take students as the main body of development, to teach students according to their aptitude, and to promote the effective improvement of the comprehensive quality of college students.

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