

Research on the Construction of College English Mixed Teaching Model from the Perspective of “Golden Course”

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Supported by the Fund Project: Construction of “Golden Course” Based on Mixed Online and Offline Teaching -- Taking College English Course as an Example (Project Number:PT-2022027).

Received 28 September 2023; accepted 30 October 2023
Published online 26 December 2023

Abstract

In 2018, the Ministry of Education formally put forward the concept of “Golden Course” in the form of a document, indicating that China’s higher education evaluation concept has realized a fundamental change, from one-sided pursuit of quantity to focus on quality improvement. Up to now, the construction of first-class courses in higher education in our country has made remarkable achievements, but some courses still fail to reach first-class standards. With the concept of “Golden Course” as the center, this paper analyzes the construction of blended college English teaching mode from the three levels of government, school and teacher, hoping to provide reference for the theoretical system of first-class curriculum construction, and contribute to the improvement of high-level talent training system and the cultivation of outstanding talents to meet the needs of the new era.

Key words: College English; Mixed teaching model; Golden course; Higher education; Quality improvement

Liu, Z. M. (2023). Research on the Construction of College English Mixed Teaching Model from the Perspective of “Golden Course”. *Cross-Cultural Communication*, 19(4), 56-60. Available from: <http://www.cscanada.net/index.php/ccc/article/view/13289>
DOI: <http://dx.doi.org/10.3968/13289>

Under the current environment, school curriculum is an important carrier of students’ learning and growth, and the main link of training talents for social development

and national construction. Faced with the problem of the construction of blended English gold course teaching mode, we should mobilize all levels of forces, make full use of public policies and decision-making in all aspects, mobilize all available resources to promote teaching development, and guarantee the effect of course construction.

1. THE GOVERNMENT: IMPROVE THE TOP-LEVEL DESIGN

1.1 Systematic Planning of the Curriculum System

The systematic planning curriculum system is to make systematic planning and systematic construction of English subject according to the characteristics of colleges and universities and the needs of students’ growth.

First of all, we must adhere to the principle of classification. In the process of the construction of golden curriculum, the government needs to comprehensively analyze various factors such as the positioning of colleges and universities, the ranking of English subjects and the ability of first-line English teachers, and start from the nature of English language subjects, teaching categories and teacher training requirements. Overall planning should be carried out for English courses divided according to skill requirements, including listening, speaking, reading, writing and translation, as well as English courses of different attribute categories, such as business, tourism and education, to ensure that the construction of blended English golden course system can be consistent with the teaching needs, school-running positioning and talent training planning of colleges and universities (Shihan, 2023).

Secondly, we must adhere to the principle of special strength and excellent support. Select the characteristic English courses that can give full play to the advantages

of the school, maximize the utilization of educational resources, complete the construction of the mixed golden course teaching model, set the example of the mixed golden course teaching model, and lead other disciplines and majors in the university to achieve the completion of the mixed golden course teaching.

1.2 Enriching the Supply of Curriculum Resources

The supply of teaching resources plays a decisive role in the construction of blended English golden course model in colleges and universities, and the richness of English course resources directly affects the depth and breadth of the curriculum (Zhou, He, and Sun, 2023). It is different from the traditional curriculum resources. The curriculum resources supply of blended English gold course teaching mode should be based on the professional needs and the characteristics of English subjects, and more emphasis should be placed on the characteristics and key points. In order to meet the demand of English gold course construction, it is necessary to carry out targeted reshaping of curriculum resources.

The abundant online resources, including teaching videos, materials, homework, tests, question banks, etc., need to be introduced and combined with self-construction. The government should give full attention to the advantages of information technology, actively pay attention to the new and cutting-edge research results of English courses at home and abroad, constantly introduce them into the teaching content, and guide colleges and universities to make local transformation according to the actual needs, so as to ensure the high level, innovation and practicability.

1.3 Integrated Teaching Environment

With the popularization of network information technology in the world, online teaching is becoming routine, and the previous teaching platform cannot meet the demand of hybrid gold course construction due to its single character (Xu, Liu, and Liu, 2023), it is necessary for the government to play a leading role in integrating the teaching process, eliminating the barriers to the association of online and offline resources, eliminating the problems of multi-platform teaching, integrating various teaching related modules, building a comprehensive teaching management model, and providing good environmental support for the construction of mixed gold courses.

First of all, it is extremely necessary to build a perfect teaching system around the construction of "golden course", including statistics, learning and interaction. This perfect teaching system should include hardware and software. In terms of hardware construction, the government should play a leading role in promoting the popularization and coverage of the network in colleges and universities to ensure the feasibility of online teaching

of English gold courses. It is necessary to gradually transform the traditional classroom into a smart classroom that supports online teaching, so as to ensure that there is a good material basis for the development of blended English golden course teaching mode. In terms of software, the government needs to lead the development and improvement of the online teaching platform, which should integrate various functions such as course and resource construction, multi-party interaction, live teaching, testing and assessment, and course statistics, and meet the needs of college English gold course construction by integrating the advantages of traditional online teaching, MOOCs and classroom interaction platforms.

Secondly, it is necessary to build a management system that matches the teaching system. Teaching management is the core of teaching model construction and the key to the successful realization of blended English gold course teaching. The blended English golden course teaching model is a complex system involving different departments and modules from society to school. The government should play an overall planning role, focus on the construction of English courses as the main line to connect different departments together with the help of network information technology to integrate different departments and institutions together, so that they can play a role in the same platform, and build a management system with unified information and interconnected functions.

Thirdly, we should constantly improve the teaching resource base. The construction and continuous enrichment of resource base is an important determinant of whether blended English gold course teaching can achieve the desired results. It is necessary for the government to understand the existing course resources of colleges and universities, encourage the exchange and sharing of resources among colleges and universities, guide colleges and universities to split and reorganize English course resources according to majors and attributes, build college English teaching resource libraries based on majors and attributes, and establish cross-school professional groups and teaching plazas. The construction and improvement of the teaching resource base will promote the construction of blended English gold course in colleges and universities, and provide a steady flow of resources for the renewal and development of English gold course.

Finally, it is necessary to construct and improve the relevant teaching evaluation system. Evaluation system is an important way to ensure and improve teaching quality. A diversified and comprehensive evaluation system can play a controlling and analyzing role, which is crucial to the optimization of teaching management and the monitoring of curriculum quality. The blended English gold course teaching evaluation system built by the government needs to be based on the teaching

operation process, and we should take students, teachers, third parties and other parties as participants, and make multiple evaluation indicators based on the characteristics of English subjects and professional needs. We should fundamentally avoid the traditional teaching evaluation system quantitative single problem. At the same time, it is necessary to ensure that the teaching evaluation system and the teaching management system are interconnected, make full use of the statistical analysis of big data, and ensure the objective and fair evaluation from the course data.

2. COLLEGES AND UNIVERSITIES: PROVIDE MULTI-PARTY PROTECTION

The government plays a role in improving the top-level design, which is the basis and premise of the construction of blended English golden course teaching mode, and the various guarantees provided by colleges and universities are the key to the construction of golden course teaching mode. In order to carry out the construction of blended English gold course teaching model smoothly, it is necessary for colleges and universities to provide multi-level and all-round protection from three aspects: rules and regulations, incentive measures and responsibilities.

2.1 Rules and Regulations

An expert committee should be established with the construction of mixed gold courses as the core, coordinate all departments of colleges and universities, and formulate the construction and operation management documents for mixed gold courses according to the actual situation of the university, the construction status of teachers and teaching needs. It is necessary to make clear the construction, practice and guidance standards of blended English gold course from the perspective of the school, and make detailed and standardized management of all aspects including English course content, teaching practice process, teaching management process, student assessment, teaching quality evaluation, etc., so as to ensure the smooth progress of the construction of blended English gold course with rules and regulations.

At the same time, each department of the university needs to adjust and formulate management rules and specific implementation plans for the college based on the actual development of its disciplines and professions and in compliance with university-level rules and regulations, which are guided and approved by the expert committee of the university. It is necessary to adjust the management standards appropriately according to different types of English gold courses, from the formulation of English teaching syllabus, teaching program design, teaching plan arrangement, teaching results evaluation, etc., to be clear and clear, and there are practical construction and implementation rules and programs.

It is necessary to ensure that the rules and regulations of the two levels of colleges and universities are harmonious and a multi-faceted, all-angle, deep and three-dimensional management mechanism is formed, so that all aspects of the construction of blended English gold courses can be scientifically and effectively guaranteed.

2.2 Incentive Measures

The construction of blended English golden course is a long-term and arduous task. In order to ensure the enthusiasm of curriculum construction and reform, it is necessary to formulate relevant incentive measures at the school level (Liu,2023), and use incentive measures to drive the enthusiasm of front-line English teachers and participants in various departments related to the construction of mixed English golden course, so as to ensure the effectiveness of teaching model construction.

It is necessary for the school to formulate a guarantee regulation to determine the funding input for the construction of blended English gold course to provide financial support for English courses and English teaching. It is necessary to make curriculum teaching and scientific research work equal and parallel. So the indicators for the construction of mixed English gold course can be included in the assessment indicators of the college, and the construction of gold course can be positioned as a regular task of the college to avoid “three-minute heat” in the construction of English gold courses.

At the same time, each university should formulate incentive measures according to its own situation, and add the assessment content of mixed gold course construction in the work of title evaluation, achievement reward, annual evaluation, etc., so that the collective and individual can get rewards for outstanding contributions to the construction of mixed English gold course, and use incentive measures to highlight the importance of mixed English gold course construction in college English teaching.

2.3 Responsibilities and Obligations

The construction of blended English golden course is also a systematic task that requires the participation of the whole school, and requires the participation of all departments and departments in the school (Li and Wu, 2022). In order to enable this work to be carried out smoothly, it is necessary for the expert committee of the university to truly play a leading role to coordinate all departments and make departments realize the unified planning of teaching practice, resource construction, assessment system and other aspects, and give full attention to the advantages of each department and make use of their strengths to provide support for the construction of blended English gold courses.

To actively implement the responsibilities and obligations of departments and departments, advocate and encourage innovation in theory and practice, it is

necessary to formulate scientific and clear assessment standards to assess the curriculum construction tasks of departments and departments, so that the assessment results are related to the year-end performance. It is necessary to organize all departments and departments to become a mutual assistance system for the construction of mixed English golden courses, we should encourage the exchange and sharing of experience and resources, and take colleges and universities as a whole and all departments and departments as units into consideration so as to jointly promote the course construction and achieve win-win results in all aspects.

3. TEACHERS: STRENGTHEN PRACTICAL ABILITY

Teaching practice is the final link to implement the construction of mixed golden English lessons, and it is also the only way to test and find various problems. Effective teaching practice can provide data support for the construction of English golden lessons, and improving teachers' practical ability is indispensable for the construction of mixed golden English lessons.

3.1 Promoting Construction Through Evaluation

By means of assessment and evaluation, teachers can be encouraged to actively participate in the relevant training of blended English golden course construction and improve their ability. We can arrange a series of training on the theme of mixed English golden course construction, including teaching concepts, English language literacy, teaching methods and abilities, innovative ideas, and informatization teaching literacy, and infiltrate the training of golden course construction ability into all aspects of induction training and on-the-job training. From the training of hybrid golden course teaching concept, innovative teaching design, application of big data platform to the final teaching case practice, teachers can gradually understand the hybrid English golden course education mode and master relevant skills and abilities. At the same time, based on the actual needs of schools, network information technology can be used to provide hybrid teaching training that combines online and offline, breaking the traditional training mode's restrictions on time and region, and creating diversified and free development space for first-line English teachers.

Among them, online training can be customized according to the teacher's teaching age, discipline and teaching needs. It can bring together the top teachers in the field of cause teaching, learn from each other and share experience; The contents of ideological and political education, information teaching skills, English language skills and other fields are added to the training courses to meet the growth needs of teachers in an all-round way. We should provide multi-terminal learning

channels, including computers and mobile apps, to ensure that teacher training is not limited by time and place, and provide more convenient training conditions for them.

Offline training should be coordinated with online training. Under the leadership of training instructors, online resources and theoretical knowledge should be extended to offline. Online theory should guide offline practice, and offline practice should verify online theory, so as to finally improve teachers' teaching ability of English golden course.

3.2 Promoting Reform Through Teaching

As the main body of student teaching, the construction of blended English golden course should always adhere to the core of student development, and carry out the golden course construction in line with students' development from the perspective of school-running positioning and talent training needs (Ma, 2022).

In the process of golden course construction, teachers need to separate online and offline knowledge points according to the teaching situation and curriculum characteristics. They should emphasize the teaching of online knowledge, and pay more attention to the improvement of ability offline, distinguish online and offline teaching tasks, and highlight the important and difficult points. In the process of knowledge point design, students should be the center, avoid the continuation of the traditional preaching mode, and flexibly use animation, audio and video means to enrich English learning experience. Innovative teaching methods, led by teachers, interactive and inquiry teaching mode is integrated into the blended English golden course teaching process to cultivate students' advanced thinking ability.

Teachers need to have a deep understanding of students' characteristics and needs, constantly integrate professional and cutting-edge knowledge and skills into the teaching process, consciously use innovative teaching models such as flipped classroom to improve students' language and cultural literacy, and make all-round assessment of students with a multi-dimensional assessment system. This is an inevitable requirement to ensure that the construction of blended English golden course is transformed from theory to reality, and it is also a necessary condition to give full play to the practical value of English golden course and cultivate students' comprehensive literacy.

3.3 Carry Out Dynamic Construction

The construction of blended English golden course is a long and complicated task, which requires English teachers to keep dynamic in the course construction process. It is necessary to pay attention to the latest development of English education at home and abroad in real time. We should update the course content according to the requirements of the current situation, and obtain the frontier of English teaching with the help of big data

platform, update the course content and online database of English teaching, and ensure the innovation and high quality of golden course.

At the same time, teachers need to maintain their subjective initiative, actively use various information teaching methods and tools, and create new teaching methods according to the learning situation, so as to make the blended English “golden course” deserve its name.

4. CONCLUSION

The concept of “golden course” has pointed out a new direction for the development of higher education, and colleges and universities have actively responded and invested in it, in order to effectively improve the quality of teaching and train more talents for the development of the country and social progress. Based on practice, this paper discusses the construction of college English mixed teaching model from the perspective of “golden course” from the perspectives of government, universities and teachers. The construction of blended English gold course teaching model is a systematic and complex project. Due to the limitation of space, the scope of discussion in this paper is limited. It is hoped that the discussion content can attract the attention of other researchers and carry out more in-depth discussion and research on this issue, so as to contribute to the development of English teaching in China.

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