

# The “Golden Class” Design of College English Online Teaching

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**Abstract:** The construction of “gold courses” is the current hotspot in the field of higher education and the key to strengthening undergraduate education. Focusing on learning content is the basic principle of building a “golden class”. It requires teaching goals as the guide and dynamic adjustment according to different levels of goals; whole-brain teaching is the scientific principle of building a “golden class”. Channel information input improves the efficiency of cognitive processing and explores diverse teaching and learning methods. This paper proposes the design of the experimental teaching mode of college English “gold class”, the specific implementation plan of online construction of the network “gold class”, and applies this teaching mode to experimental teaching to verify its effectiveness in teaching practice and propose further the revised plan finally explored a set of operational college English “gold class” teaching models.

## 1. Introduction

On June 21, 2018, at the New Era Chinese Undergraduate Education Work Conference, Minister of Education Chen Baosheng first proposed the concept of “gold class”, which was expressed as a deep, difficult, and challenging Design of experimental teaching mode. The author believes that we must pay attention to the cultivation of innovative talents. Innovation is the core competitiveness of the country and enterprises. Therefore, the cultivation of innovative talents has become the focus of undergraduate education in the new era. On November 3, 2018, Wu Yan, director of the Higher Education Department of the Ministry of Education, mentioned that in the next four to five years, the Ministry of Education will build 20,000 “gold courses” (first-class quality courses). In November of the same year, Wu Yan used the “water class” (low-order, old-fashioned, do not care) as a comparison, emphasizing that the gold class standard is “one degree of both sexes”, that is, “high order, innovation and challenge”. The “Golden Class” was proposed only for more than a year, and there are relatively few relevant studies at home and abroad. Only 39 articles were retrieved on the subject of “University English” and “Golden Class” on China Zhiwang. Among them, Professor Cai Jigang [1] of Fudan University published “University English: How to Avoid” Water Class “Achievements” in November 2018. “Gold Class” article, the remaining 38 college English gold class related documents are all published in 2019, only a few articles conducted a pioneering macro discussion on gold class. Cai Jigang discussed the standards and contents of the foreign language “gold class” in colleges and universities. He proposed four standards and five key contents. Lu Guodong proposed that the three basic characteristics of the “Gold Class” are “teacher-student interaction, attention to the process and strict requirements”, and three ways to create the “Gold Class”: the teacher-centered to student-centered transformation, and the exam-centered the shift to learning-centered and the shift from subject-centered to professional-centered [2]. Yan Min believes that to build a gold course in a new undergraduate college, it is necessary to adhere to the goal of the gold course, cultivate a team of “gold teachers”, and guarantee the construction of the new normal of the “gold course” with system construction [1].

## 2. Problems in Chinese University English Education

### 2.1 Focus on Scores, Lack of Practical Ability

College English education in China is still influenced by the traditional education model, blindly pursuing test scores and passing rates, while ignoring the comprehensive ability to use English, and

training a group of so-called “dumb English”, students only read and read, and he does not listen and speak, so that when communicating with foreigners in British and American countries, there is an awkward situation [2]. Therefore, universities should attach great importance to this problem and take measures to change this situation.

## **2.2 Teaching Mode is Backward, the Way is Old-Fashioned**

The traditional teaching methods and backward teaching modes in the English teaching classroom no longer meet the requirements of modern English teaching. “Internet +” education has brought new hope to the transformation of Chinese English teaching [3]. Through the comprehensive use of multiple teaching modes, the teaching effect presents another gratifying scene.

## **3. The Significance of the “Golden Course” in the Construction of Physical Education in Universities**

### **3.1 Promote the Improvement of the Quality of College Students**

First of all, the teaching of physical education courses in colleges and universities helps to improve the physical fitness of college students, and the active construction of “Golden Class” classrooms helps to promote the development of physical functions of college students. After participating in one-semester physical education courses, the physical functions of students continue to improve the pressure of learning, students can complete their learning tasks as efficiently as possible. Furthermore, the reform of college physical education curriculum helps to improve the physical development of students. In traditional courses, most of the students are busy with cultural courses every day, and there are few opportunities to go out in the classroom all day, which leads to a generation of students who should have normal height and weight. unbalanced [3]. Therefore, actively reforming the current college physical education classrooms and building “gold class” classrooms will help students grow and maintain a healthy body shape.

### **3.2 Brand Building and Sustainable Development**

On the basis of national policy support and a sound management mechanism, in the process of creating a “golden course”, not only should students pay attention to the physical fitness and personality characteristics of the students, colleges and universities should also formulate school-based courses according to local conditions, and create their own unique brands and disciplines take the lead to participate in the research and development of physical education curriculum materials, form a sustainable development of college physical education teaching system, extend the vitality and vitality of school-based curriculum, and comprehensively improve the level of physical education teaching in colleges and universities [4].

### **3.3 Improving the Overall Quality of Teaching in China**

Starting from the reality of improving the quality of teaching in China, the elimination of “water courses” and the construction of “gold courses” are conducive to the innovative transformation of college classrooms, speeding up the process of teaching reform in China, and transforming Chinese college physical education from “quantity” to “quality”. Improving the quality of teaching in China as a whole will help to train top-notch and comprehensive-quality talents and contribute to China's transformation from a culturally powerful country to a culturally powerful country [4].

## **4. The Design of the “Golden Class” Mode of Online Teaching of College English**

The construction of “Golden Class” is a systematic project. In summary, there are two major questions: “what to teach?” and “how to teach?”. The above research is basically a question of “what to teach” from guiding ideology, curriculum standards to course content. For frontline teachers, after receiving the task of “what to teach”, they face the problem of “how to teach”. It is the key to substantive research to study how “gold class” is implemented in the classroom and to explore the “gold class” teaching model.

#### **4.1 The Effective Participation of Learners is the Subjective Principle of the Construction of “Golden Class”**

Participation is a concept, emphasizing that teachers and students jointly build a harmonious and democratic classroom atmosphere, so that all levels of learners in the classroom can actively participate in course-related learning events. Whether the learner who is the main body of the “Golden Class” can effectively participate in the evolving and evolving learning process is the first consideration when designing the “Golden Class”. The effective participation of learners occurs through classroom learning events, with the design of activities that students can participate in, whether to mobilize the learners’ interest and enthusiasm for learning, and whether they can cause them to generate new ideas and communicate the subtle changes in behavior are the evaluation criteria [3].

#### **4.2 Focusing on Learning Content is the Basic Principle of Building “Golden Class”**

Focusing on learning content requires that the design of the “Golden Class” be based on certain, specific levels and appropriate teaching goals, and ensure that the learning content is mastered by the learners and achieve the learning goals. As we all know, teaching and learning is a complex process, and the teaching of a knowledge unit requires multiple teaching events. Therefore, the design of the “Gold Class” must focus on the focus of the learning content [5]. Teachers must focus on learning content to enable learners to clarify learning goals and carry out deep cognitive processing; they must also carefully design how to explain learning tasks to learners, tell teachers what they expect to learn from the completion of learning tasks, and complete learning tasks after what level of study they have achieved.

#### **4.3 The Focus of the Learning Content Must Match the Teaching Objectives of Different Levels**

Teaching objectives are divided into different levels according to the level of difficulty. The presentation of learning content and the design of corresponding learning activities should naturally match the teaching objectives of different levels. Taking Mazzano's teaching goal classification theory as an example, learning objectives are divided into four levels from easy to difficult: knowledge extraction, understanding, analysis and knowledge application [5]. The goal of knowledge extraction requires the recognition and recall of basic information and the execution of the process; the goal of understanding includes the identification of important features of knowledge, which can clearly express and put forward the main points of knowledge and the details supporting the views; the goal of analysis contains reasonable knowledge extensions, even including inferring content other than those directly taught; the goal of knowledge application requires the use of new knowledge in the context of practical tasks and the use of knowledge to deal with real-world problems.

#### **4.4 Whole-Brain Teaching is the Scientific Principle of Building “Golden Class”**

The brain is the most complex organ in the world. It is composed of about 100 billion neurons. They are responsible for transmitting and processing information, as well as activating muscles and glands. Scientific research shows that the more parts of the brain that are used, the more neurons receive signals from other neurons through the dendrites, the faster the learning speed and the longer the memory. At the same time, when the learner's entire brain is involved in learning, the learner's brain will not have time to create non-learning behaviors [2]. Therefore, the design of the “Golden Class” should be guided by whole-brain teaching. In the teaching, the learner's brain should be switched in different areas and applied to multiple sensory channels in the brain, so that the learner is relaxed and Pleasant participation status, improve learning enthusiasm, and enhance learning effect.

## **5. The Gold Teaching Mode under the Internet Online Education**

### **5.1 The Gold Teaching Model Based on Mooc Resources**

MOOC is a newly developed online curriculum development model. It develops from the past release resources, learning management system, and a new curriculum development model that integrates the learning management system with more open network resources [6]. Golden class refers to a relatively unique form of teaching organization based on classroom face-to-face teaching, and then using a variety of teaching technology tools to achieve the reorganization of teaching processes.

College English teaching in universities and colleges should unify the MOOC resources and the teaching mode of the gold class, put the students in the priority position, and focus on cultivating the students' learning initiative and practical ability. In the gold lesson teaching mode, teachers only need to provide students with relevant English learning video materials, etc. students need to complete the preparation of relevant materials before class, including watching online courses and consulting electronic materials [5]. Under this teaching mode, the role of teachers has changed from “primary” to “subsidiary”. Students have exerted their subjective initiative and changed “passively accepting learning” to “actively learning.”

Of course, English teachers must strictly check before providing students with MOOC learning resources, and provide them with suitable learning resources based on the actual situation of their students. In this teaching process, there is more interaction and communication between teachers and students, students and students, the enthusiasm of students to participate has increased, and the teaching level of teachers has also been improved accordingly [6]. Therefore, the gold teaching model of Mu class is a high-quality teaching model, which achieves the double-benefit teaching effect of teachers and students.

### **5.2 The Gold Teaching Mode Using Micro-Course Resources**

The concept of micro-classes was put forward by foreign education experts. In short, it uses teaching videos as the main carrier to comprehensively use various teaching resources in teaching. Micro lessons include two parts: micro video and micro resources. Micro video refers to the sharing of certain knowledge points or cases in teaching in the form of small videos to students for learning through the Internet. Micro-resources refer to the teaching resources that assist micro-videos, including some courseware and exercises [7]. Compared with MOOC teaching, micro-lectures have prominent features such as less content and shorter time. With the popularization of mobile internet, the golden teaching mode using micro-curriculum resources will definitely exert its advantages and become an indispensable mode in English teaching.

### **5.3 The Teaching Mode of College English Gold Course Using Wechat Platform**

The teaching model of college English gold course using WeChat platform is that teachers send, discuss and communicate English learning materials with students through WeChat platform. Teachers can send students some high-quality English learning materials by establishing a class English learning WeChat group, or if students have any problems in English learning, they can communicate with teachers and classmates in the group in a timely manner to solve problems quickly and easily. Which is very beneficial to English learning. Teachers and students communicate through WeChat, which is more convenient, not limited by time and space, they can learn the students' learning status in time, solve the problems encountered by students in learning, and play a supervision and promotion role for students' English learning [7]. The effect enhances the students' consciousness of learning English, and it is also conducive to the consolidation of knowledge [6].

## **6. Summary**

Research on the construction of the “Golden Class” of college English is in full swing, especially because of the impact of this new coronary pneumonia epidemic, which has accelerated the

construction of online teaching of the “Golden Class” of college English. No matter it is Mu class, micro class, online recording and broadcasting class, and online live class, they are all forms of “gold class” construction. The core of “gold class” construction is the effective combination of course content and teaching mode. Many English teachers still uphold the one-sided view that the essence of English education is humanistic education, but through this epidemic, we should learn how to use new teaching models and teaching methods to obtain international frontier information knowledge in the professional field. In the course of building online and offline college English “gold courses” in the future, we should pay attention to the cultivation of students' solid basic language skills in order to effectively obtain all kinds of international frontier information. This requires teachers to innovate and innovate teaching models, abandon the traditional “teacher + textbook” duck-filling teaching, flexibly and diversely construct network “gold lessons”, develop specific teaching schemes for various offline team competition models, and finally truly create a veritable “gold class” of college English.

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