

## Reflections on the Teaching of Creating First-rate Courses in Private Colleges and Universities under the Background of New Era

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**Abstract.** At present, returning to undergraduate education has become a world-class university joint education concept and action program. Undergraduate study is a key period for the formation of college students' outlook on life, world outlook and values. It is also a golden period for them to consolidate theoretical knowledge and improve their basic ability. Undergraduate education is not only the largest in higher education, but also an important foundation for graduate education. If undergraduate education is not up to standard, there will be a series of negative problems. Therefore, continuously improve the quality of classroom teaching, eliminate the lack of challenging degrees, no innovative courses, and create a first-rate curriculum with a level. It is the cornerstone and important starting point for colleges and universities to establish a first-rate undergraduate education.

### I. Why are There no Challenging and Innovative Courses?

As Diane (2003) explains that higher education is an important indicator of a country's level of development and development potential.<sup>[1]</sup> Today, the need for higher education in the development of the party and the state, and the need for scientific knowledge and talents are more urgent than ever. It is necessary to speed up the construction of first-rate universities and first-rate disciplines and realize the connotative development of higher education. The path of connotative development is the only way for the development of higher education in China. To realize the connotative development of higher education in the new era, we must improve the quality of undergraduate training.

The lack of challenging and innovative courses is due to the low rate of elimination of higher education at this stage, ie the graduation rate or degree award rate is too high. These results confirm the statements by Diana (2010), there is no pressure for current college students to study, and there is no strong interest in the learning process, and there is no sense of urgency.<sup>[2]</sup> These low quality courses have something in common. In other words, the curriculum standards are lower, the homework is less, the classroom management is loose, and the course scores are higher, which is conducive to students' successful credits. For example, the curriculum quality standard system is imperfect, the training project design lacks research, and there is a lack of extensive argumentation; the proportion of professional basic courses and theoretical courses in the curriculum system is small, and the course difficulty coefficient is low, which is difficult to support the realization of training objectives. These factors lead to students' lack of interest and motivation in the classroom, and low acquisition and satisfaction. Therefore, it is very important to establish a high-quality first-class course.

### II. Basic Characteristics of a First-Rate Courses

The so-called first-rate curriculum can be considered as a general term for high-quality courses. The courses referred to here are generally based on the classroom, involving both inside and outside the classroom, the curriculum is always, the roles of teachers and students, and evaluation. In general,

the basic characteristics of the first-rate curriculum can be summarized into three aspects, namely: teacher-student interaction, attention process, and strict requirements.

### **2.1 Interaction between Teachers and Students**

Teachers and students are always the two main elements of teaching. The "classroom revolution" that the Ministry of Education is pursuing is precisely to eliminate the shortcomings of the current knowledge base, teacher body, and classroom limitations. Teacher-student interaction can be considered as the best entry point for the "classroom revolution" and the best judging point. Interaction means that students can ask questions, not fear authority, divergent thinking, and dare to discuss and debate with the instructors.

### **2.2 Focus on the Entire Teaching Process**

As Lewis (1999) explains that teaching is the process of teaching and learning, including different stages before, during and after class.<sup>[3]</sup> It should not be just a state in which teachers teach knowledge in the classroom and examine students' knowledge at the end of the period. Strictly speaking, the lack of process teaching is not true teaching. We are too admired for the "exam" and "score", thinking that the test is good, everything is good, and the so-called good test is measured by the score. There is such a remark that the examination determines the future, specifically the Academic Test For The Junior High School Students, the National College Entrance Examination. In fact, it is far from enough to just test well, and it is not enough to support the great rejuvenation of the Chinese nation. The exams are often related to knowledge. A good test can only show that students have superior memory, or the ability to try to understand standard answers. How to make students really invest in the teaching process, really pay, gain, and Can apply the professional knowledge they have learned to everyday life, which requires teachers to explore.

### **2.3 Teachers should Strictly Require Students**

(Wesley,2011) mentioned that teachers and students should not form a bad tacit understanding, but should become a mutually reinforcing teaching community.<sup>[4]</sup> Students give higher and higher scores to teachers, and rarely see evaluations below 90 points. Teachers sometimes want to get high scores, please students, or fear that students do not give high scores and relax the requirements of students, teachers give students a score It is also getting higher and higher. Even some courses have a minimum score of 90 points. The evaluation of the course has lost its due role, and the effect is the blurring of the score. Some school administrative departments have given some restrictions to teachers. For example, the percentage of 90 points or more cannot be exceeded. For example, the percentage below 70 points cannot be higher than the percentage. Otherwise, the scores will not be entered, but teachers will not comply. Of course, it is not appropriate to have a high degree of failure in the course, which is not equivalent to strict requirements.

## **III. The Significance of Creating a First-Class Curriculum for Running Higher Education**

**3.1 First, it is Conducive to Building First-Class Undergraduate Education with Chinese Characteristics** and world level. Undergraduate education is the foundation of higher education. World-class universities generally attach importance to undergraduate education, and will cultivate first-class undergraduates as the strategic goal of the development of colleges and universities. China is no exception. The Ministry of Education attach great importance to the construction of "double first-rate". It is proposed that universities that do not focus on undergraduate education are not qualified colleges, and that principals who do not attach importance to undergraduate education are not qualified principals, and professors who do not participate in undergraduate education are not qualified professor. In the words of (Sheila,2010) classroom teaching is the lifeline of higher education.<sup>[5]</sup> In the new era, undergraduate teaching eliminates low-quality courses and builds first-rate courses is the only way to improve the quality of undergraduate education and build first-rate undergraduate education. It is also an important means to strengthen the management of students' learning process.

**3.2 Second, Lizette(2004) Remarks that the Undergraduate Teaching Eliminating the Low Quality Courses and Creating the First-Rate Courses is Conducive to Breaking through the Bottlenecks in the Current Undergraduate Education and Pointing to the Difficulties of**

**University Education.**<sup>[6]</sup> For example, college teachers have obvious tendency to re-scientific research and light teaching. The proportion of professors teaching undergraduates is low, teachers have less investment in teaching research, and they are not enthusiastic about participating in curriculum construction and teaching materials construction. For instance, some teachers lack innovation consciousness, traditional teaching methods, single teaching mode, and heavy knowledge dissemination ability training; some courses have problems in the process of water release and assessment links, grassroots teaching organization is weak, some colleges have low quality curriculum resources. General courses, practical courses, full English courses, innovative courses, insufficient seminars, etc. According to Michael's(2006) statement, undergraduate teaching "eliminating the low quality courses and creating the first-rate courses can continuously innovate the educational concept and teaching mode, stimulate the enthusiasm of teaching and learning, promote the professional development of teachers and improve the teaching ability, and improve the challenge and innovation of the university classroom."<sup>[7]</sup>

#### **IV. Thoughts on Eliminating Low Quality Courses and Creating First Rate Courses in Undergraduate Education in the New Era**

From a point of view (Parker, 2006), undergraduate education in the new era eliminating the low-quality curriculum and creating the first-rate curriculum is an arduous and long-term systematic project.<sup>[8]</sup> It is necessary to take multiple measures to overcome difficulties and persevere in order to achieve practical results.

**4.1 First, the Leaders of Colleges And Universities Attach Great Importance to it and Often Work Tirelessly.** The party and government leaders in colleges and universities should adhere to the guidance of Xi Jinping's socialism with Chinese characteristics in the new era, and take the guidance of President Xi Jinping's series of speeches on education as a guide to comprehensively implement the spirit of the National Education Conference and the National Undergraduate Education Work Conference of the New Era. Based on undergraduate education, we will improve the quality of personnel training and build first-class undergraduate education. The statement made by Cook (2007), Party and government leaders in colleges and universities should regularly study the quality of undergraduate teaching, clarify construction tasks, reform measures, implement responsible persons, roadmaps and timetables, and make all tasks of “ eliminating low-quality courses” and creating “ first-rate courses”, implement effectively transform the reform measures into education and teaching practices inside and outside the classroom.<sup>[9]</sup>

**4.2 The Second is to Improve Institutional Guarantees.** (Creswel,2011) thought about colleges and universities should combine the needs of connotation development, focus on long-term development, improve the leadership system, management mechanism, input mechanism, evaluation mechanism, incentive and restraint mechanism of eliminating low-quality courses and creating first-rate courses, and strive to improve the characteristics of the school itself, finally established classroom quality assurance system.<sup>[10]</sup> Colleges and universities should further strengthen quality control, establish and improve the whole process management system of curriculum opening, teaching case discussion, syllabus examination, student learning process assessment, student evaluation, learning effect evaluation, peer review and curriculum improvement, and implement undergraduate teaching process. Standardize and standardize management, further improve teachers' evaluation, employment, reward, assessment, and supervision mechanisms, and strengthen teachers' teaching awareness.

**4.3 The Third is to Continuously Increase Investment and Give Priority to the Training of Undergraduate Talents.** In terms of capital investment, it should be given priority to undergraduate classroom teaching, and establish a special fund for building a first-rate curriculum and first-rate undergraduate talent training with key investment and key construction. Increase investment, actively promote classroom transformation, comprehensively upgrade classroom software and hardware facilities, provide teaching facilities and equipment to meet modern teaching needs, promote the construction of intelligent classrooms, facilitate the development of mixed teaching and online live broadcast teaching, and support teachers to develop innovative teaching

methods. Students provide sufficient digital resources to facilitate students' cyber-based conscious learning.

## V. Conclusion

All in all, the elimination of “low quality courses” and the creation of “first-rate courses” require the joint efforts of society, schools, teachers and students. The most basic one is the school's teaching style and style of study. The most fundamental is the transformation of teachers and students' concepts. The elimination of "low-quality courses" and the creation of "first-rate courses" is an extraordinary action that will surely leave a strong impression on the history of China's higher education development, which will certainly promote the great rejuvenation of the Chinese nation.

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