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Discussion on the Reform and Practice of College English Teaching in Application-oriented Undergraduate Institutions under the Background of 'Golden Course'

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Abstract: The "Golden Course" is a form of online course teaching that uses video as a teaching medium, distinguishing it from traditional classroom teaching models. The emergence of the Golden Course has changed conventional teaching methods, presenting significant challenges for college English teaching in higher education. In the Golden Course teaching environment, teachers need to establish a teaching philosophy that places students at the center and teachers as the guide, using the Golden Course platform as a form of expression, continuously innovating teaching models to promote the development of college English teaching. This article starts from the current issues in college English teaching and analyzes the characteristics of the Golden Course teaching, discussing the challenges posed by the Golden Course teaching to the college English teaching model, and proposing reform strategies for the college English teaching model in the Golden Course teaching environment.

Keywords: Golden Course; College English Teaching; Flipped Classroom

1.Introduction

The application of computer internet technology is widespread in various aspects of modern society. In many courses at universities, computer network teaching occupies a major position, effectively promoting teachers' "teaching" and students' "learning," and facilitating the development of modern teaching models. Applying network technology to college English teaching can compensate for the deficiencies of traditional teaching methods. Currently, college students face severe challenges in employment. To eff ectively enhance the comprehensive competitive strength of college students in the future, especially their personal abilities in language expression and critical thinking, the study of college English plays an immeasurable role. However, the current college English teaching mainly follows the previous teaching model, which cannot adapt to the development of the country and society in the new era, nor meet the personalized learning needs of students. There is an urgent need for reform and adjustment.[1]The "Golden Course" teaching, with its strong fl exibility and ability to eff ectively enhance students' learning enthusiasm, is widely applied in college English teaching. This article analyzes the "Golden Course" teaching model and proposes the necessity and feasibility of introducing the "Golden Course" teaching model in college English courses. It also discusses what teaching methods to adopt for conducting "Golden Course" teaching activities, how to make good use of "Golden Course" teaching resources, and issues that need attention.

2.The Importance of Key Courses in College English Teaching

In the teaching of high-quality courses, there are many students, and the current interaction modes are also very diverse. Through the research and analysis of existing teaching models, an online interactive teaching model based on WeChat public accounts has been proposed. Teachers and students can set up relevant group chats, forums, etc., through the platform, organize study groups, and conduct face-to-face learning, making the interaction between teachers and students more diverse and convenient. Through online communication, classroom efficiency has been improved, and the effectiveness of classroom teaching has increased[2]. When teaching on the high-quality course platform, teachers need to prepare teaching materials in advance, allowing students to preview and complete the tasks assigned by the teacher beforehand. Teachers can understand students' mastery by correcting their assignments and can also provide timely feedback on their opinions to students. This teaching model gives students greater "autonomy" in learning; students can choose courses that suit them based on their actual situation and can also discuss a topic online with the teacher. Teachers can evaluate students, adjust their teaching methods in a timely manner, and provide online Q&A and guidance services to improve teaching quality[3]. Additionally, high-quality courses have achieved "personalized" teaching for undergraduates. Since each student thinks differently, the same problem can have different solutions. Students can put various solutions together to form personalized solutions, allowing them to understand the problem more deeply and comprehensively. Therefore, the teaching model for teachers is shifting from general teaching to personalized teaching, which is very beneficial for cultivating applied university English talents.

3.The challenges that the "Golden Course" education brings to the college English teaching model.

Currently, domestic universities are gradually shifting from a traditional focus on knowledge transfer to a focus on ability cultivation, and the "golden course" as a new teaching method has been gradually adopted by various institutions. Against this background, online English teaching based on the golden course teaching model has emerged. The golden course teaching emphasizes two-way communication between teachers and students, as well as among learners, which is conducive to promoting the enhancement of college students' independent innovation abilities.

3.1 The Transformation of Students' Learning Methods

Although quality education has been implemented for many years, due to the influence of traditional rote teaching methods, students primarily acquire knowledge through passive learning, rarely engaging in exploration and reflection on what they have learned. They still tend to rely on face-to-face guidance from teachers, which is detrimental to their long-term development. Therefore, improving this situation has become one of the key issues in current educational reform. Taking college English courses as an example, teachers still focus on explaining knowledge related to exams, with minimal application of interactive teaching methods among students, fostering a dependency on learning. Traditional teaching methods place too much emphasis on the teaching of knowledge points while neglecting the connections with other subjects. In the traditional teaching model, students are in a passive position, mechanically receiving teaching content and knowledge points, unable to achieve autonomous exploratory learning, making it difficult to enhance their overall quality and improve their innovative capabilities. The emergence of the "golden course" teaching model significantly influences the reform of college English teaching. This model advocates for student autonomous learning, which is a challenge students face as they need a certain process to transition from a dependent learning model to an independent learning model. Through the implementation of this teaching model, students' autonomous learning abilities have been strengthened, their interest in learning has been stimulated, their enthusiasm for progress has been mobilized, and awareness of communication and cooperation between teachers and students has been enhanced, promoting a comprehensive improvement in students' knowledge and skills. At the same time, this model also reflects a student-centered approach in the classroom, emphasizing the integration of learning and doing, and being student-oriented; it strengthens the management and guidance of practical elements; and focuses on connections with society, thereby improving teaching quality and innovating teaching methods[4]. Therefore, college English teachers should guide students to quickly adapt to the new learning model of the golden course platform, change traditional learning models, and effectively promote the comprehensive development of students' abilities. For an excellent college

student, only by maintaining a good psychological quality and enhancing their ability to analyze and solve problems can they better face various challenges.

3.2 Transition of Teacher Teaching Models

Accustomed to the traditional teaching methods and educational concepts, many teachers overlook the communication and dialogue between teachers and students in the classroom. They continue to use a single teaching model to deliver lessons, leading students to passively learn knowledge. This results in insufficient enthusiasm for learning among students and fails to achieve good teaching outcomes. The traditional teaching model cannot keep pace with the development of the country and society, and cannot meet students' individual needs for knowledge acquisition. With the continuous deepening of the new curriculum reform, an increasing number of teachers are beginning to realize that cultivating students' ability to independently explore is one of the important factors in improving teaching quality, and this is precisely the value of Golden Course education. Golden Course education advocates for the integration of modern information technology, introducing multimedia teaching into English classes, and constructing an open teaching system based on network resources through network technology. Golden Course education values the development of interactive teaching, emphasizing a student-centered approach, focusing on students' subjectivity, autonomy, and spirit of cooperation, posing a challenge to the traditional teaching model of teachers. Golden Course education advocates for innovation in teaching content and methods, and for building corresponding teaching systems in accordance with their own characteristics to achieve effective learning outcomes, thereby achieving the goal of improving teaching quality. In the Golden Course environment, teachers are expected not only to provide knowledge and skill training for students but also to cultivate their ability to learn independently; they should also reflect on issues that arise during the teaching process to improve the efficiency of problem-solving; course development and design should also fully consider the psychological needs of learners, determining course content and organizational forms from different perspectives[5]. In Golden Course teaching, teachers must not only have rich theoretical knowledge and practical experience but also have the ability to guide students, enabling them to correctly recognize the problems and reasons they face, thereby improving learning efficiency. Therefore, university English teachers must keep pace with the times, change traditional teaching models and educational concepts, understand the educational connotations of Golden Course, flexibly apply the Golden Course platform, enhance students' enthusiasm for learning, and improve the level of teaching.

4.Reform Strategies for University English Teaching Models in the Context of Quality Courses

4.1 Update of the Teaching Philosophy of College English

In the context of the "Golden Course" education environment, universities need to actively respond to the impact of "Golden Course" education by transforming past teaching models and educational concepts, while establishing a "student-centered" and teacher-led educational philosophy. They should effectively utilize the "Golden Course" platform to promote college English teaching and improve classroom teaching quality. In specific teaching practices, teachers should fully utilize the "Golden Course" platform, placing students as the main focus, strengthening interactive teaching segments, flexibly using textbook content, and actively guiding students to explore and analyze the knowledge learned. During the teaching process, teachers can integrate the learned content in advance, use short videos to attract students' attention, allowing them to quickly engage in classroom activities, and facilitate discussions and exchanges based on "Golden Course" videos to enhance students' English expression and critical thinking abilities, thus enabling students to gain a deeper understanding of the learned content[6]. In addition, teachers also need to grant students some autonomy so that they can freely choose learning content and learning time, thereby transforming the previously passive learning approach into an active and engaged participation in daily classroom teaching, allowing for scientific and effective learning. Through inquiry-based teaching activities, teachers can place students at the center, actively guiding them to utilize the "Golden Course" platform for independent learning, cultivating students' independent thinking and innovative abilities.

4.2 Application of the Flipped Classroom Teaching Model

The traditional teaching model can no longer meet the needs of social development in the new era. There is an increasing emphasis on cultivating students' autonomous learning abilities in higher education. Against this backdrop, problem-oriented

classroom teaching models have emerged, and the flipped classroom teaching model is one of the very important components of this teaching approach. As a new form of classroom, the flipped classroom combines knowledge and skills, allowing students to learn autonomously through the creation of scenarios and exploration, thereby cultivating their ability to think about and solve problems encountered in life, and improving teaching efficiency, which has received widespread attention. The "golden course" teaching provides an effective path for the flipped classroom teaching model in college English and is an important means to develop students' autonomous learning. The flipped classroom emphasizes that suitable teaching methods and approaches should be developed according to the characteristics of student development, values the cooperation and communication between teachers and students, cultivates autonomous learning abilities, strengthens practical links, and improves teaching quality. Before learning new content, teachers can integrate knowledge content, create teaching materials, and send them to the golden course platform, allowing students to learn autonomously. Then, relevant learning requirements, content, and goals can be set for students and sent to them through the golden course platform, enabling students to preview related knowledge while understanding the teaching objectives, tasks, and teachers' requirements. At the same time, teachers can also personalize the design and adjustments as needed to achieve better teaching results. In classroom teaching, teachers can use the golden course platform to show students short videos related to knowledge, stimulate students' interest in learning, and enhance their subjective initiative in teaching activities. In specific teaching practice activities, teachers can choose different types of teaching methods based on actual situations to promote students' in-depth understanding of the content learned. In a problem-oriented manner, teachers present students with some thought-provoking questions related to the college English textbook content, encouraging students to adopt a collaborative group model, stimulating active thinking and exploration, and allowing students to learn to express, communicate, and interact in English through analysis, exploration, and reflection, thereby cultivating students' English thinking abilities and training their thinking and exploration skills. Therefore, the flipped classroom teaching model based on the golden course platform can effectively promote students' cognitive activities, enhance their autonomous learning abilities, improve teaching quality, and thus enable teachers to transform the traditional college English teaching model and effectively promote college English teaching.

4.3 Constructing an evaluation system to improve teachers' teaching levels

Classroom teaching evaluation holds a crucial position in college English teaching in higher education. Classroom evaluation can reflect teaching effectiveness, cultivate good teacher-student relationships, promote emotional communication between teachers and students, foster students' innovative spirit and thinking ability, and enhance teaching quality. Currently, there are many problems in college English teaching in China, the most prominent of which is the lack of a complete and effective classroom evaluation mechanism. In the context of high-quality courses, teachers should actively construct a scientific and humanized student evaluation system to improve their own teaching level[7]. The assessment of college English teaching mainly involves two aspects: one is the learning outcomes of students, and the other is the teaching model of teachers. Among them, the assessment of students' learning outcomes is the most fundamental and important part. The evaluation of students should not be based solely on their academic performance but should be based on their performance in classroom teaching. By effectively combining teaching activities with high-quality courses, students can explore and reflect on issues during the teaching process, cultivate their autonomous learning ability, and evaluate through comprehensive measurement of students' capabilities. The evaluation of teachers should not be based solely on students' classroom discipline and exam scores as the standard for assessing teachers' teaching levels; a series of humanized evaluation standards should be established to promote the application of high-quality courses in college English teaching[8]. For example, the level of teachers' use of high-quality course teaching, the improvement of students' abilities, and the teaching experiences of both teachers and students. By utilizing high-quality courses, teachers can build a humanized evaluation mechanism, which requires a high level of teaching skills. Through the high-quality course model, teachers can better utilize the flipped classroom approach to conduct teaching, seek problems among students, find solutions, and carry out comprehensive evaluations, thereby achieving the desired assessment outcomes.

5.Conclusion

The concept of "Golden Course" education can be applied to the reform of college English teaching models, bringing new

ideas to curriculum reform. College English teachers should strengthen their own quality development, improve the teaching content system, enhance teaching methods, and improve teaching effectiveness; students need to change their learning concepts, enhance their autonomy, and stimulate their interest in learning. Teaching managers should focus on combining the advantages of "Golden Course" teaching with traditional teaching, and after long-term practice, explore a reform model suitable for themselves, ensuring positive exploration of curriculum reform and improving the quality of college English teaching.

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