

Exploration on the Building of Golden Course under the Background of "Culture Export"

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Abstract: The strategic background of "culture going out" has given English discipline new opportunities and challenges. The report of China University teaching forum focuses on the transformation from the construction of first-class majors to the construction of first-class courses. And it points out that courses are the most fundamental and micro key to education. "Golden course" was first written into the Ministry of education document "notice on the implementation of the spirit of the National Undergraduate Education Conference in the new era", which requires all colleges and universities to comprehensively sort out the teaching content of each course, eliminate "water course" and create "golden course". All these requirements strive to improve the teaching quality of universities. With the goal of "culture going out", this paper explores a new mode of "golden course" in College English teaching from the perspective of students.

1. Introduction

At the annual meeting of the 2018 International Forum on higher education, the director of the Department of higher education of the Ministry of Education said that the Ministry of education will comprehensively rectify the order of undergraduate teaching. We should eliminate "water courses" and create innovative and challenging "gold Courses". In order to create a "golden course", we should dig deep into the core concepts behind the Chinese cultural theme in the teaching design, explore common values with English speaking countries, and let students appreciate and experience the spiritual wealth and rich Chinese culture that condenses Chinese wisdom.

The mixed teaching mode based on "flipped classroom" can optimize the teaching structure, improve students' ability to talk about Chinese culture and language application skills in English, promote them to interpret foreign culture properly and effectively in the Chinese foreign language education environment, contact their own culture, understand themselves and others more deeply, and cultivate open and inclusive concepts and attitudes.

Flipped classroom model was first applied to teaching by American scholars Aaron SAMs and Jonathan Bergmann in 2007. Flipped classroom turns over the traditional teaching process, so that learners can complete the learning of corresponding chapters and teaching materials before class, and display and discuss the learning content in class, so that students can better internalize knowledge and improve learning efficiency. Fruit. The organic integration of flipped classroom is not only a mixture of offline, online and in class communication between teachers and students, but also a mixture of autonomous learning, cooperative learning and research-based learning.

2. The Feasibility Analysis of Flipped Classroom to Guide the Cultivation of College Foreign Language Talents

2.1 The Current Situation of College English Teaching

College English has been advocating a student-centered teaching mode, aiming to improve students' Comprehensive English application ability. However, due to the limitation of teaching time and teaching materials, it is far away to build a good English language environment, so it is

difficult to achieve the goal of College English teaching. Teachers try their best to impart knowledge to students. Students are busy listening to classes or taking notes. There are not many opportunities to express themselves in English. As time goes by, students do not actively cooperate with teachers in class, and they have resistance to college English classes, so they can't achieve a comprehensive understanding of knowledge.

2.2 Advantages of Flipped Classroom in College English Teaching

2.2.1 The Teaching Concept of "Learning First and Teaching Later"

College English aims to improve students' comprehensive ability of English application and cultivate English talents suitable for the needs of enterprises. In the limited classroom time, it is difficult to achieve the ideal teaching effect. Flipped classroom is an effective way to improve students' comprehensive application ability. It is undoubtedly an effective way to improve students' listening and speaking ability by watching and imitating before class. Each student is an independent individual, learning and cognitive abilities are different, knowledge and interest are different. Students can ignore or skip the content they have mastered when watching video lessons and reading learning materials, which greatly improves the learning efficiency. Students can choose what to watch and where to watch according to their time and preferences. Time, content and form are more flexible, and students are more likely to accept this teaching mode. Teachers can answer students' questions in time through QQ group, wechat group and other communication media, which greatly enhances the interaction between teachers and students.

2.2.2. Flipped Classroom Helps to Promote the Flipping and Promotion of Teachers and Students' Role focus.

Flipped classroom puts the process of knowledge transfer out of class and the process of knowledge internalization in class. Students have their own understanding of the teaching content through the self-study before class. We can use the knowledge before class to ask questions, analyze problems and solve problems. This is very important for English learning. The input of English learning is the key, and the output is the basis of English learning. Due to the constraints of various conditions, traditional classroom teaching focuses on the input of knowledge, often neglecting the output, or there is no time to output. Flipped classroom has successfully solved the contradiction between input and output in English classroom. The combination of the two can achieve the ideal teaching effect. The teacher is no longer the master of the classroom, but the organizer and coordinator.

2.2.3. The Flipped Classroom Meets the New Requirements of the Ministry of Education for "Increasing the Burden" of College Students.

The Ministry of Education has recently issued a notice to comprehensively rectify the order of undergraduate education and teaching, and to strictly manage the process. The notice requires that the teaching content of each course be comprehensively sorted out, the "water course" be eliminated, the "gold course" be built, the academic challenge be reasonably improved, the difficulty of the course be increased, the depth of the course be expanded, and the teaching quality of the course be effectively improved. This requirement of notice is in harmony with the teaching idea of "learning before teaching" in flipped classroom. Taking college English teaching as an example, improving students' Comprehensive English ability, especially listening and speaking ability, has always been the most important part of College English teaching, but also a difficult problem for teachers. Many students do not speak, dare not speak, do not want to speak, there is a certain fear of English expression. It is more difficult for teachers to achieve the ideal teaching effect in the limited classroom time. There are some difficulties in completing the basic teaching content. It is impossible to expand the depth if you want to increase the difficulty. Flipped classroom teaching model effectively solves this problem. However, flipped classroom will take up some of the students' extra-curricular time by putting the learning process out of class. Some students complain about the difficulty and heavy task of English classroom. Failure to complete the teaching tasks

assigned by teachers means that students' Formative Assessment scores will be low, which will affect the final assessment at the end of the term. There are too many unqualified people in the final assessment, and the teachers may be held accountable. Therefore, the way for teachers to turn over the classroom is not so smooth. Recently, the Ministry of Education issued a new "burden increase" requirement, which has brought an effective boost to the teachers in the flipped classroom.

3. Difficulties in Flipped College English Teaching

3.1 It is Difficult to Achieve an Objective and Fair Assessment Mechanism.

Recently, the Ministry of Education issued a notice to increase the proportion of process assessment results in the total course scores. The assessment of College English classroom flipping is mainly in the formative stage. That is, process assessment. College English teaching involves a lot of teamwork. It's hard to be objective and fair in the evaluation of "learning first" stage of flipped classroom. Whether all students have completed the tasks assigned by teachers, whether all the online assignments are completed by students themselves, whether there are students who make up the numbers in the process of team cooperation, etc. If we can't guarantee the objective justice of the evaluation mechanism, it will greatly affect students' interest in learning, and it is difficult to achieve the teaching goal.

3.2 The Number of Students in the Class Is too Large and the Actual Operation is Limited.

At present, most of the public foreign language teaching in Colleges and universities in China is a combined class, generally two to three natural classes, the average number of College English classes is about 60. Each class of 60 students is divided into three groups, i.e. each class is divided into 20 groups. This number is a little difficult for the practice of foreign language teaching. Due to the limited classroom time, it is difficult for all students to have the opportunity to show their "learning first" achievements, which will inevitably affect the internalization of "learning" and the teaching effect.

3.3 It is Difficult for Teachers who have been Engaged in Traditional Teaching for many Years to Change their Roles.

Teachers, as participants and guides in the classroom, are not indulgent to the classroom and let the students take the lead. Teachers should judge whether students master the content of corresponding knowledge and knowledge, whether the learning task before class, whether the arrangement of materials is reasonable, whether it needs to be adjusted and so on according to the students' classroom presentation. Flipped classroom puts forward higher requirements for teachers. It is no longer the era of what teachers are ready to say. Teachers need to adjust teaching focus and teaching methods at any time according to students' classroom display. It puts forward higher requirements for teachers to update their knowledge.

4. Conclusion

In conclusion, College English flipped classroom is a new teaching mode to meet the needs of the development of the times. Flipped classroom can reasonably improve the academic challenge, increase the difficulty of the course, expand the depth of the course, and effectively improve the quality of English teaching.

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