

# Research on Online Open Course Construction and Course Teaching Practice in Higher Vocational Colleges

**Tian Tian**

*Yanka Kupala State University, Grodno, Belarus*

**Abstract:** *With the popularization of the concept of quality education and the development of information technology, the educational concept has changed greatly compared with the past. It is the development tendency and historical trend of higher vocational education to adopt the teaching mode of online open course education. At present, the application of online open courses in higher vocational colleges is still learning the ropes, and there are various problems. Based on the teaching experience of the author for many years, this paper analyzes and thinks over the problems and strategies in the construction of online open courses in higher vocational colleges, and puts forward the author's own views and viewpoints, hoping to provide reference and help for the education colleagues.*

**Keywords:** *Higher vocational colleges; Online open courses; Construction; Course teaching; Practice research.*

## **1. The present situation of online open course construction and application in higher vocational colleges.**

### ***1.1 Teachers' lack of understanding of online open course.***

In the traditional teaching mode, teachers' teaching strategies are usually rigid. Teachers are the leaders of the teaching links, while students are only in a subordinate position. In this kind of teaching mode, teachers master the profound enough for new teaching mode and idea, open to online courses take a dim view of the actual effect, thus the enthusiasm of teachers to carry out online open courses teaching is not high, teachers simply adopt this kind of new teaching mode under the strict requirements of the school, and failed to fully grasp the essence of this model. Therefore, it's difficult for the teachers to give full play to all the advantages of online open courses and unable to obtain good teaching results. Higher vocational colleges focus on cultivating application-oriented talents and emphasize students' practical abilities and operational abilities. Therefore, most courses have strong practicality, fast updating speed, difficult course reconstruction, and high requirements for professional teachers. They should not only adapt to the employment needs of the current industry enterprises, but also continue to self-charge and improve their professional abilities. However, professional teachers are busy with teaching, research and writing papers every day, as well as participating in various competitions held by schools or industry organizations, so their time and energy are limited, leading to the construction of online open courses often become formalistic.

### ***1.2 Students lack necessary guidance when using online open courses platform for learning.***

When students learn professional knowledge, they build a complete knowledge system through teachers' systematic explanation, which has a very positive influence on students' subsequent study and work. However, online open courses have the characteristic of fragmented learning, and teachers usually only explain the important and difficult knowledge. Thus, if students lack a systematic understanding of the relevant content, it's difficult to reflect the effect of online open courses. In traditional classrooms, teachers adopt a unified teaching method and seldom teach students in accordance with their aptitude. Moreover, students in higher vocational colleges have relatively weak learning enthusiasm and consciousness. Some students are not enthusiastic about learning for their poor foundation. In the absence of necessary supervision and management by teachers, it's difficult for them to study independently, which may also affect the quality of online open courses in higher vocational colleges.

## **2. Suggestions on the construction and application of online open courses in higher vocational colleges.**

### ***2.1 Change teaching philosophy and teaching mode, and actively adapt to the teaching trend of online open courses.***

The fundamental reason that why online open courses in higher vocational colleges cannot play a real role is the deep-rooted traditional learning concepts of teachers and students. Therefore, education authorities should take active measures to promote the construction and application of online open courses in higher vocational colleges. Some leading cadres and teachers in higher vocational colleges are not fully aware of the important value of this teaching mode and dare not carry out reform and exploration. Schools should carry out regular training for teaching administrators and professional teachers to ensure that teachers can be more skilled in using online open courses, improve the ability of teachers to use online open classes, and then really give play to the good effects of this teaching model.

### ***2.2 Create flexible and diversified course learning and management modes, and realize open learning with the help of teaching platform.***

The biggest advantage of online courses is that it realizes resource sharing. At present, some universities and Internet technology companies build online teaching platform together, to realize the opening of the courses through the teaching platform. Students in higher vocational colleges have different levels, so schools should combine the actual needs of different students to build a multi-level online open courses platform. For example, different open online courses are built for students who want to maximize their practical skills, students who are mainly motivated by interest and students who want to graduate successfully, so that students at different levels can obtain good learning effects.

### ***2.3 Strengthen the supervision of students' learning process.***

The current online open courses lack of the supervision and constraints on the learning process of students, and it's impossible to know the degree of learning gain of students. The monitoring of online open courses can promote effective learning and participation of students. How to analyze students' effective learning time and participation through the information of students' learning continuity, stop point, number of playback, and active degree of asking or answering questions may provide research direction for the objective evaluation of students' learning effects of online open courses.

### ***2.4 Improve students' awareness of autonomous learning.***

Developing students' ability to learn autonomously is a major goal of online open courses. Students' initiative and motivation should be stimulated and promoted. The purpose of schools' participation in the construction of online open courses is to improve the quality of teaching, and facilitate students to obtain high-quality learning resources, while improving the initiative and enthusiasm of students in learning is the fundamental way to improve the learning harvest. No education can impart all the knowledge to the learners. The task of education must be transformed from acquiring knowledge to cultivating students' learning abilities. Only when students change their learning thinking from their heart, change passive learning to active learning, and have a strong desire to explore knowledge, can they meet the demand for outstanding talents in the current developing society.

### ***2.5 Establish an achievement encouragement system.***

Online open courses can place valuable questions from students or high-quality answers from teachers that other students can refer to at the top of the platform. Bonus points will be awarded to students who are active in course discussions, provide valuable solutions, or make feasible suggestions. By encouraging students to explore learning through rewards or scores, students will get a great sense of achievement in the learning process, which can stimulate students' learning potential, learning initiative and enthusiasm.

## **3. Conclusion**

It's of profound significance to carry out the online open courses learning mode in higher vocational

colleges. It can not only effectively improve the quality of graduates and cultivate talents in a better way, but also effectively improve the teaching level and strengthen the construction of teachers. The process of the construction of online open courses is a process of the transformation of educational thought and concept, which can not only stay at the level of technological learning and application, but must establish the internalization mechanism of educational information technology in the field of education and teaching, and strive to form a new symbiotic education ecology of "trinity" of the teachers, students and learning resources. Relevant departments and personnel should actively promote online open courses to maximize the positive effects of this mode.

### References

- [1] Luying Yang. *Research on Problems and Strategies of Online Open Course Construction in Higher Vocational Colleges [J]. Science and Education Wenhui, 2021(04):123-124+140.*
- [2] Qi Shen, Shuxian Wang, Hui Liu, Yulei Gu. *Analysis of the Influencing Factors and Countermeasures for the Learning effect of Online Open Courses in Medical Colleges and Universities [J]. Chinese Modern Distance Education of Traditional Chinese Medicine, 2021, 19(05):19-21.*