

Exploration and reflection on the construction of mixed first-class college English curriculum in application-oriented local colleges and universities

Hu Lin

*College of Foreign Languages, Hunan Institute of Engineering, Xiangtan, China
lynn_824@hotmail.com*

Abstract: *Under the influence of economic globalization, information technology is widely used in various fields. Under this background, the development of China's higher education also presents new characteristics of the times. This paper takes the mixed first-class curriculum construction of college English as the research object, and describes its current research status in detail. A series of problems are summarized, such as the unclear concept of curriculum construction in applied local colleges and universities, the backward level of mixed teaching informatization, and the solidification of mixed teaching forms of college English; In response to the above problems, we will explore and reflect, and formulate solutions to improve the scientific cognition of first-class curriculum construction, promote the deep integration of information technology and curriculum construction, and strengthen the transformation of college English mixed first-class curriculum teaching.*

Keywords: *Applied local colleges and universities; College English; Mixed teaching; First class courses*

1. Introduction

In the background of the popularization of higher education in China, a series of issues such as the quality of education have become the focus of the education circle. From the perspective of globalization, the world's higher education is also gradually changing. The popularization of higher education is also an inevitable result of the development of social modernization. As a result of popularization of education, applied local colleges and universities come into being. Both in terms of school scale and training level, applied local colleges and universities are key platforms for training key talents. In essence, the transformation and development of universities around the world are in essence supply-side structural reforms in the field of education [1-2]. As a representative discipline in the field of world language ecology, the development process of English in China reflects the importance of English major in all aspects. In recent years, under the dual influence of information technology and science and technology, blended English teaching has become the product of the times. However, in the process of developing towards the first-class curriculum construction, there are also some problems in the blended teaching of college English in local application-oriented colleges and universities, which requires constant reflection and innovation on the path of exploration.

2. Research status

From the perspective of time, the concept of application-oriented local universities was put forward around 2005, and did not attract wide attention in the following years. According to the research data, with 2012 as the boundary, the research of applied local universities has gradually become the focus of the education sector. Since then, under the influence of relevant policies, the topics related to application-oriented local universities have gradually increased. The primary problem of its development lies in its development orientation. The primary goal of such schools is to meet the needs of applied disciplines for talent training. At the same time, according to the employment environment, they can cultivate applied undergraduate talents that meet the needs of market development. From the root point of view, the application-oriented local colleges and universities are all transformed and upgraded from local undergraduate colleges and universities in this period, and the current academic community has accumulated a lot of literature on the reasons and ways of transformation and upgrading. As an important carrier of international connection, college English majors' curriculum

construction and development can not be separated from the role of environmental promotion. In addition, through the employment survey of graduates majoring in English in recent years, it is shown that the graduates of this major have a more obvious demand for the cultivation of application ability. Therefore, it also makes clear the main development direction of college English curriculum construction in applied local universities. Especially under the promotion of blended teaching mode, the exploration and reflection on the construction of blended first-class college English curriculum has become a necessary trend. At the same time, it can also be inferred that the focus of current discipline construction has gradually changed from mastering professional knowledge and skills to applied teaching.

3. Existing problems

3.1. The concept of curriculum construction in application-oriented local colleges is unclear

For some application-oriented local colleges and universities, in the process of building first-class undergraduate courses in college English, there are problems such as unclear ideas and weak initiative awareness. In particular, in the face of curriculum construction standards and teaching tasks, it is impossible to do a specific analysis of specific problems, and there is a problem of too formalization. In this case, the construction of first-class undergraduate courses in college English is regarded as an urgent task, and the core value of the course construction is not fundamentally realized. So that a series of problems in the follow-up work are caused by fundamental misconceptions. Some schools still have the obvious problem of emphasizing declaration and neglecting construction. Under the condition of lack of initiative, the construction of first-class mixed college English courses in application-oriented local colleges and universities has not taken improving teaching quality as the ultimate teaching goal. This leads to no qualitative change in the process of discipline construction.

3.2. The level of mixed teaching informatization is backward

The combination of advanced science and technology is one of the important characteristics of blended teaching. Although with the support of relevant policies, the application of multimedia technology in most universities can reach the standard level, in the actual application process, there are problems that blended teaching can not achieve the expected teaching effect. Especially in the online courses, there are defects of poor interaction in course implementation. Some of the older teachers, facing the use of modern information technology, there are operational difficulties and other problems, and the concept of multimedia and other technology recognition degree is relatively low. Under the comprehensive action of many reasons, there is still a gap in the deep integration of teaching content and information technology [3]. From the perspective of students, the essence of blended teaching cannot be realized. When such problems accumulate over time, they will not only cause psychological burden to teachers, but also indirectly make students lose interest in blended teaching.

3.3. The blended teaching mode of college English is solidified

From the perspective of college English majors themselves, there are problems such as too high similarity of professional curriculum and solidification of teaching forms. In the context of the changing employment market, talent training does not match the employment demand. When many colleges and universities set up new courses related to English majors, they broke away from the goals of school enterprise cooperation and school local cooperation, resulting in deviations in the talent transfer process. In essence, the construction of first-class blended college English courses in application-oriented local colleges and universities needs to focus more on the curriculum design of English majors and curriculum reform. In order to cultivate advanced application-oriented talents who meet the educational objectives, the goal of curriculum construction cannot be limited to mastering professional knowledge. On the basis of establishing the applied English curriculum system, the problem of solidifying the mixed teaching form of college English is more prominent.

4. Exploration and reflection

4.1. Improve scientific cognition of first-class curriculum construction

In order to achieve the expected teaching effect, it is necessary to fundamentally enhance the

scientific cognition of the construction of first-class courses in applied local colleges and universities. In order to form scientific cognition, it is necessary to plan the implementation steps based on the understanding of the policy connotation. Facing the problem of insufficient depth of cognition, we must make clear the important position of higher education in the process of talent training. Although for many years, our country has been on the way of higher education construction, but because of the long way of educational reform and development, the systematic idea of higher education construction has not yet been formed. In fact, the construction of first-class courses is in essence to improve the quality of undergraduate teaching and talent training. In this process, the irrelevant utilitarian purpose should be abandoned and the construction of first-class undergraduate courses should not be formalized. For students, under the guidance of schools and teachers, they need to truly discover the essential purpose of the construction of blended first-class college English courses and truly master the scientific connotation of applied knowledge in the continuous development [4]. In particular, college English has its own particularity. Compared with other disciplines, graduates have relatively poor employment skills. Especially with the background of science and engineering majors with strong application skills, it is more necessary to improve the scientific cognition of schools and students from the perspective of ideas. At the same time, we will expand the scope of influence of relevant policies, constantly increase the publicity of curriculum construction within the school, and show the relevant contents of first-class college English curriculum construction in different ways. In order to fundamentally change the problem of vague cognition, local colleges and universities need to display relevant policy information to all teachers and students on campus networks and other platforms in combination with the supporting policies of the English major of the school. On the premise of clarifying the connotation of first-class courses, the essence of improving the applied skills of college English majors is summarized through the superficial phenomenon of course construction.

4.2. Promote the deep integration of information technology and curriculum construction

Under the promotion of modern information technology, college teachers need to improve the traditional teaching mode by combining teaching platform and other resources, and synthesize the current teaching resources under the sharing mechanism. As a subject with a high degree of internationalization, College English also needs more advanced teaching resources to match the height of first-class discipline construction. At the same time, the effective use of information technology can highlight the characteristics of students' personalized learning to a certain extent, which is conducive to the cultivation of applied talents. In addition, the typical science and technology represented by big data and cloud computing can improve the simple integration defect of teaching mode in the course construction process, and reflect the characteristics of comprehensiveness and diversification in content and form. As a powerful technical support, artificial intelligence and virtual reality have become the necessary tools for the construction of first-class courses. However, in practice, some practical teaching activities cannot be deeply integrated with advanced information technology. The vigorous development of blended teaching means that some senior teachers' teaching models need to be changed, especially in terms of interaction and innovation, which puts forward higher requirements for college English teaching. From the perspective of technology application, colleges and universities can carry out technical training for teachers in need in the near future, so that teachers in difficulty can break through technical barriers and psychological difficulties, and show the advantages of mixed teaching for students in teaching. At the same time, for the details of online teaching text, editing, slide making and web page design, colleges and universities can achieve mutual discipline assistance by forming professional technical teams. Organizing computer teachers in colleges and universities to help teachers of English and other disciplines can largely avoid technical application problems. At the same time, it also reflects the important position of information and resource sharing mechanism in the construction of first-class disciplines. Only if both students and teachers agree with the application of advanced information technology in the hybrid teaching from the concept, can we fundamentally improve the hybrid teaching which is mere formalism.

4.3. Positively strengthen the teaching transformation of blended first-class college English courses

It is a kind of reflection practice to solidify the blended teaching form of college English. From the fundamental motivation of the transformation, the corresponding interests of the corresponding teachers and students' psychological motivation for employment are important influencing factors. Only by satisfying the psychological and interest demands of college teachers can we provide continuous power for the construction of first-class courses. The expected teaching effect can be achieved to the greatest extent only when colleges and universities agree with the construction of

college English first-class courses in teachers' heart and include personal pursuit. At the same time, English majors can actively promote the process of first-class curriculum construction only when they realize the role of applied skills in employment from the bottom of their hearts. For college English courses, local application-oriented colleges and universities should be based on long-term goals, combine their own local characteristics and specialty characteristics, focus on promoting the transformation of teaching courses, and achieve the goal of complementing local economy and local education [5]. At the same time, we should find out the unique features and advantages of college English curriculum construction in combination with the actual development of colleges and universities. In view of a series of problems existing in the teaching process, we should deeply reflect and improve. In terms of the exploration path, the applied local universities need to use the dislocation development model to narrow the gap with other universities that have completed the teaching transformation. Focusing on innovative development and characteristic construction, we will move towards a transformation path that combines idealization with reality.

5. Conclusion

Applied local colleges and universities play an important role in higher education. As an important component of undergraduate colleges and universities, they play a guiding role in the development direction. This study provides a feasible strategy for the integrated development of information technology and education. It also plans an innovative transformation path for the development of English discipline.

Acknowledgements

Stage results of the first-class course of Comprehensive English in Hunan Province in 2021; No. 218, 2021

References

- [1] Zhang Juan. *Exploration into and Reflections on the "SPOC+Rain Classroom" Blended Teaching Mode of College English [J]. English Teachers, 2021, 21(06):8-9+15.*
- [2] WU Qiong. *A Probe Into The Construction of First-class College English Courses in Application-oriented Local Colleges and Universities [J]. Industrial & Science Tribune, 2022, 21(02): 225-226.*
- [3] LI Ying, ZHOU Liang, CHEN Xiaming. *Reform in the course on General Biology in application-oriented universities [J]. Chinese Journal of Biotechnology, 2022, 38(04):1662-1670.*
- [4] WANG Li-li, ZHANG Xiao-hui. *Construction of First-class Blended College English Teaching with Production-oriented Approach [J]. Heilongjiang Researches on Higher Education, 2021, 39(03): 146-151.*
- [5] Ni Ying; Liu Liping. *Reflection on College English online-teaching practice and exploration of blended-teaching mode under the background of Covid-19 [J]. Journal of Tianjin Agricultural University, 2022, 29(02): 97-101.*