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A Little Reflection on Building a First-Class Curriculum

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Abstract: The curriculum is the core element of talent training, and the quality of the curriculum directly determines the quality of talent training. The first-class "double million" course construction is to follow the "two sexes once" standard, and strive to create a high-quality "golden course". The construction of first-class courses revolves around the fundamental task of upholding moral education and gathering new connotations and characteristics of the new generation of university curriculum construction, which is a necessary grasp to achieve educational goals and educational ideals, an important means to promote teachers' professional development, and an important carrier to cultivate students' core qualities for development. This paper analyses the current situation of first-class course construction, analyses the problem of emphasizing golden teachers rather than golden courses in the construction of course review, and proposes solutions. The first-class course construction should be committed to the implementation of teaching reform results to the construction of the course, so that the course is not sensitive to teachers, qualified teachers after training, teaching the course can achieve the effect of the gold course. Focus on the design and innovation of the teaching process, strengthen the construction of the course with a goal-oriented approach, optimize and reconstruct the teaching content and course system, and design the specific content and practical aspects of the course around the outcomes and impact of the course knowledge. Deepen the teaching reform and focus on the implementation and effectiveness of the course.

Keywords: First Class Course, Curriculum Construction, Golden Teacher Golden Course

1. Introduction

China is at a critical moment when it is moving from a large education country to a strong education country, and improving the quality of education has become the core requirement for the connotative development of higher education. The fundamental point of education quality lies in the curriculum, which is the core element of talent training, a bridge between the university and social progress and technological development, and more importantly, the personal development of students [1-3]. The construction of the curriculum is the only way for teachers to improve, and the construction of first-class courses is an important step to breaking the barriers of the current curriculum construction and cultivating complex and innovative talents who can adapt to future development. Focusing on the ideology and academic nature of the curriculum is undoubtedly the main idea and the key meaning of the construction of first-class courses, which is an important step on the road to a strong country of higher education in the new era.

The construction of first-class courses revolves around the fundamental task of upholding moral education and gathering new connotations and characteristics of the new generation of university curriculum construction, which is a necessary grasp to achieve educational goals and educational ideals, an important means to promote teachers' professional development, and an important carrier to cultivate students' core qualities for development [4-6]. With the advancement of technology and further improvement of teaching facilities, many universities have put the construction of first-class courses on the top priority, and the construction of what kind of first-class courses and how to build first-class courses

have become the top priority of university courses construction. However, the most prominent problem of first-class courses is to focus on building golden courses and eliminating water courses, instead of confusing how to build first-class courses with how to build master teachers and treating golden course construction as the training of golden teachers.

2. Problems in the Construction of First-Class Courses

The primary criterion for the construction of first-class courses is to focus on the development needs of the country and the region, to take the growth and success of students as the starting point, and to implement the fundamental task of establishing moral education. In the process of building golden courses, it is common for all first-class undergraduate institutions to focus on teachers and establish high-quality classes with master teachers as the mainstay, attaching much more importance to the training of 'golden teachers' than to the construction of 'golden courses', and going into the misconception of focusing on building golden teachers, neglecting to implement the results of teaching reform into the construction of courses. The teachers are not clear about the value of the 'Golden Class' and the methods of integration and innovation in the construction of the 'Golden Class'. The problems of teachers' competence in the construction of Golden Lessons [7].

2.1. 'Peek-a-boo' Misconceptions

Some universities have a one-sided understanding of the construction of first-class courses and do not understand their true connotations. For example, from the purposefulness of building a gold course, the gold content of the course cannot be limited to the lower order only, thus focusing on cultivating gold teachers who can improve students' creativity, logical thinking ability, integration ability and practical problem-solving ability. Thus, the gold course in the construction of first-class professionals based on the training of first-class talent this to the principle of this. Again, the construction of first-class courses focuses only on the foundational principle of gathering learning content, while deviating from the scientific principle of building whole-brain teaching and integrating curriculum thinking and politics. Whether from the course objectives, course content, teaching implementation process or teaching evaluation focus to analyze the problem of first-class courses, cannot ignore the real connotation of why to build first-class courses and what kind of first-class courses to build.

2.2. 'Covering the Ears' Misconceptions

In the context of the urgency of first-class undergraduate course construction, many schools' golden course construction is just to respond to the call of the Ministry of course should follow, with unclear value orientation, unclear integration and innovation methods, and low teaching content. It is like spraying paint to plant lawns and pulling seedlings to make crops grow faster. In the teaching design, teachers excessively pursue the growth of static knowledge and the training of the ability to reproduce knowledge, while neglecting the understanding of knowledge, value leadership and character building for students. Although the quality of teaching is improved and benefits are seen for a short period of time, the course eventually becomes a mirage, facing disintegration and degenerating into a water course", bringing a negative impact on the reputation of the professional course.

2.3. The 'Once and for All' Misconception

At present, the first-class curriculum has taken shape, and it is still undesirable to stop innovating and improving it, and course teachers and students need to work together to create a first-class curriculum that is more suitable for teaching. For example, there are still some problems with the construction of the curriculum system: (1) it is difficult to clarify the focus in the knowledge system, resulting in students' unclear learning objectives, insufficient motivation to learn and complicated learning methods; (2) due to the self-contained professional curriculum system, there is a lack of internal connection and consistency between the knowledge of various subject areas, and people over-emphasize the distinction and boundaries between them, which leads to inter-disciplinary knowledge isolated from each other, repetitive, Disconnected and isolated [8]; (3) Course assessment is monolithic and simplistic, and most of the course assessment only relies on the final paper results, lacking a comprehensive test of the whole learning cycle of students, thus the degree of one-sidedness is relatively large. Thus, universities should adhere to the coordinated development of advantageous disciplines, characteristic disciplines as well as interdisciplinary disciplines; and focus on building advantageous characteristic disciplines to drive the development of other disadvantaged disciplines by creating more disciplinary peaks. The curriculum should not only focus on the presentation of knowledge points, but also on the process of knowledge condensation, the process of scientific discovery and the ability of teachers to guide.

3. Basic Ideas for Problem Solving

In the process of building a first-class curriculum, it is important to clarify the profound connotation and basic starting point of first-class curriculum construction, focusing on creating a golden class rather than training golden teachers, giving full play to the main position of students and the leading role of teachers. If golden courses are equated with golden teachers, then all will be lost. In terms of sustainability, when the golden teacher is gone, the golden course should not only exist but also be more efficient in its pedagogical value and curriculum development.

In addition to the above-mentioned lack of "golden course" construction as "golden teacher" training, there are a series of problems in the construction of first-class courses, such as

unclear value orientation of "golden course construction, unclear methods of integration and innovation of "golden course" construction, and lack of teachers' competence in "golden course construction. In addition to the above-mentioned lack of training of "golden courses as golden teachers", there is a lack of clarity in the value orientation of "golden courses", a lack of clarity in the methods of integration and innovation in the construction of "golden courses" and a lack of competence of teachers in the construction of "golden courses".

3.1. First-Class Courses Should Focus on the Design and Innovation of Teaching Content

A core element of first-class course thoughtfulness. To highlight the ideology of the curriculum, awakening awareness is the key, and the core element is curriculum thinking. It is important to achieve the cultivation of national sentiment, humanistic heritage, social responsibility, scientific spirit and professionalism by tapping into the nurturing elements embedded in the curriculum. The course of thought politics and thought politics courses promote the same direction, with cultural heritage, and ideological accumulation to enhance the ideological height, theoretical depth, and breadth of vision of ideological and political education, by the thought politics courses to lay out good, good reasoning, all courses to do a good job of confirmation, support, consolidation, each course "to guard a section of the channel, planting a good field of responsibility". To enhance teachers' consciousness of nurturing people, we should strengthen the institutional guidance, so that the requirements of teaching and nurturing people can be clearly penetrated into classroom teaching; we should also strengthen education and guidance, so that teachers can be aware of their responsibility of nurturing people through special training and capacity enhancement. We can test the ideology of a first-class curriculum by looking at the four basic elements: curriculum objectives, curriculum content, classroom teaching and curriculum evaluation.

3.1.1. Accurately Establish Course Objectives

The first-class curriculum emphasizes goal orientation, is based on the needs of economic and social development and talent training objectives, optimizes and reconstructs the teaching content and curriculum system, eliminates the one-sided curriculum, focuses on the construction of new engineering, new medicine, new agriculture and new arts, reflects the integration of multidisciplinary thinking, the integration of industrial technology and disciplinary theory, serves regional economic and social development, deepens the integration of industry and education and collaborative education, and builds a number of first-class courses to train applied talents undergraduate courses [9]. It is also very necessary to establish accurate course objectives to achieve a grasp of the social situation and social needs. The three major issues of "what kind of people to train, how to train people and for whom to train people", which were put forward by General Secretary Xi at the National Conference on Ideological and Political Work in Universities, are the main problems that need to be solved in the construction of first-class courses, of which "what kind of people to train The question of "what kind of people to train" is also the question of "what kind of curriculum objectives to establish". Teaching objectives should be geared towards all students and teaching according to their aptitude, and the accurate establishment of course objectives is the top priority in the construction of first-class courses. Under the guidance of the curriculum objectives, a logical knowledge system is more likely to show its tendency and flexibility.

3.1.2. Design the Course Knowledge System Around the Course Objectives

The curriculum knowledge system determines the kind of knowledge students will receive in the classroom and plays a decisive role in the achievement of the curriculum objectives. Therefore, the establishment of a reasonable curriculum knowledge system based on the course objectives plays an indispensable role in the construction of first-class courses. A reasonable curriculum system should: have a clear focus, a detailed scope and multiple assessments. A clear focus requires an accurate grasp of the professional training objectives and graduation requirements, especially in accordance with the requirements of the national professional curriculum quality standards and professional accreditation standards, and combined with the cutting-edge knowledge of the curriculum, to create a focused and distinctive first-class curriculum. To determine the key points and difficulties of the course and use them as a starting point to expand and integrate other knowledge to break down the barriers and limitations of the course, you can integrate the course thinking and politics into the classroom as an entry point and organically combine the construction of thinking and politics with learning education, which can effectively answer the fundamental questions of "why, what and how to learn" for students, and also invariably achieve the cultivation of national sentiments for students. It is also a way of cultivating students' nationalism.

The purpose of course assessment is to test the width and depth of students' knowledge, and the maturity of the Internet has created a new and diversified solution for course assessment. The combination of online and offline tests extends the limitations of space; "introductory tests" and "out-of-home tests" are set up during the classroom to test students throughout the course learning cycle, breaking the time limit and effectively promoting students' memory of knowledge. The course knowledge system is designed around the course objectives in accordance with the curriculum standards, and the knowledge framework is conveyed to students in a realistic, vivid, intuitive and enlightening way.

The focus of teaching should be shifted from ' teaching' to ' learning' to achieve ' three changes' in the classroom: from knowledge transfer to thinking and ability enhancement; from traditional duck-fill education to 'imaginative learning' education that inspires students to expand their thinking and creativity; and from applied knowledge learning to creative knowledge learning. The classroom has been transformed from one based

on the transfer of knowledge to one based on the enhancement of thinking and ability; from traditional fill-in-the-blank education to "imaginative learning" education that inspires students to expand their thinking and creativity; and from applied knowledge learning to creative knowledge learning. Students will be able to "hold their heads up, sit in the front row, move their brains and get busy after class". The course assessment should strengthen the evaluation of the teaching process, make the academic assessment whole, diversify the evaluation criteria, diversify the assessment methods, and make the assessment results dynamic, and implement "non-standard answer exams" to inspire thinking, stimulate intelligence, and cultivate students' innovative abilities [1].

3.1.3. Design Course-Specific Content Around the Outcomes and Impacts of Course Knowledge

Different majors have different research directions and academic research methods, and this determines the core elements of a first-class course that should be rich in scholarship and professionalism. Firstly, the curriculum should contain excellent "academic disciplines". The content of academic teaching should include the frontiers of disciplines, scientific research results, the history of scientific development, the development of industry dynamics, the actual development of society, focusing on the organic integration of knowledge and ability, and strive to cultivate students' comprehensive ability to ask questions, solve problems and critical thinking skills, to adapt to the development of new technologies, to highlight the future, frontiers and modernity of professional or course content, and to be compatible with the cognitive ability of contemporary students The course will be adapted to the development of new technologies, and will bring out the futuristic, cutting-edge and contemporary nature of the major or course content, and will be compatible with the cognitive ability of contemporary students. The course should be a good match for each other. Secondly, the course should reflect higher-order "teaching scholarship", including advanced teaching concepts, scientific teaching methods and reasonable academic assessment methods. The role of the teacher changes from that of a lecturer to that of an organiser, guide and collaborator in the classroom, teaching to fish, teaching to fish, teaching to desire, stimulating interest, teaching methods and developing ability, transmitting knowledge, developing ability and shaping quality. Teaching methods change from indoctrination to inquiry-based teaching, from imparting knowledge to constructing knowledge, independent thinking and research-based learning, triggering academic discovery, analysis and problem solving, stimulating students' innovative spirit, creative consciousness and creative intelligence, and cultivating critical thinking, creative thinking and independent learning habits. The assessment method changes from single assessment to multiple assessments, changing the assessment method of rote learning and one test for life, to the whole process, diversification and non-standard, so that the whole process of academic assessment, diversification of assessment standards, diversification of assessment methods and dynamic assessment results are achieved. With students' learning effectiveness as the goal, the focus is on formative assessment, examinations are designed to inspire thinking, stimulate intelligence and develop creative ability, with open-ended, non-standard answers and a focus on analytical ability and creativity in problem-solving.

Curriculum design adds 'warmth' to the content of the course to fully stimulate the active element in the classroom, giving students a sense of bringing the hard knowledge of the classroom into reality and allowing the class to achieve the desired effect. The curriculum should be developed with the focus of the course as the standard, with the scope of the course as the material, and with a combination of online and offline methods, so that teaching resources can be used effectively to improve teaching efficiency and achieve course objectives. Firstly, guided by a student-oriented teaching philosophy, teachers need to make a clear distinction between online and offline teaching content and, more importantly, design ways to more effectively achieve a seamless link between online and offline teaching [10]. Before the course, pre-course materials, teaching priorities, difficulties and reflection questions can be sent to the online platform for students' reference; during the course, key theoretical knowledge can be supplemented by online videos, PPTs and other sizable forms to make students accept the course content in all aspects; after the course, assignment requirements can be issued in a mixed online and offline way in conjunction with specific course content. Secondly, in terms of specific knowledge of the course content, multi-disciplinary teachers can be co-taught to make the course reflect cross-cutting and comprehensive.

3.1.4. Design the Practical Aspects of the Course Around the Application and Prospect of the Course Content

Constructed around students' existing knowledge systems, teachers set appropriate difficulty gradients and progress through the levels. Students are encouraged to participate in classroom interaction and solve problems. A simple list of course knowledge does not make it possible to promote students' interest in learning and improve classroom efficiency; the mere learning of theoretical knowledge leads to students being sensitive to exam papers alone and instead misunderstanding the true purpose of learning the course. The incorporation of appropriate course practice in accordance with the course objectives enhances students' engagement in the classroom and truly integrates theory and practice. The course teachers can really improve their professionalism in the subject, introduce scientific research results into their teaching in a timely manner, and involve and guide students in their own scientific research, cultivate their research and innovation abilities, promote "scientific research feeds teaching" and "teaching feeds scientific research "This will enable the teaching and research to grow with the teaching. Applying theory to practice, for example, the practice of cultivating students' comprehensive ability to solve complex problems and scientific thinking ability in engineering real-life experiments in the College of Quality

and Technical Supervision of Hebei University is a typical example of curriculum practice.

3.2. First-Class Courses Should Focus on the Organization and Effectiveness of the Teaching and Learning Process

First-class courses should focus on the organisation and implementation of the teaching process and its effects. The establishment of a reasonable curriculum system is a solid foundation for the construction of the curriculum, and the design of specific course content adds to the construction of the curriculum. For example, in the design of the curriculum, emphasis is placed on cultivating and training students' "aesthetic" ability and enhancing "humanistic qualities", and aesthetic education is integrated into the entire professional teaching classroom to cultivate a sound personality and a tough character [11, 12].

As the aborigines of the Internet era, contemporary university students have more diversified ways and methods of acquiring knowledge, and they prefer fragmented learning, such as short video teaching like micro learning and catechism, i.e. learning in fragments through various software for intelligent learning in social life, so as to increase their ability to master knowledge [13-16]. This type of learning not only requires us to provide teaching models that are more in line with students' learning habits, but also reminds us of the need to guide students' information choices. Therefore, universities should implement a deep learning exploration program based on modern information networks. On the basis of big data analysis of teaching and learning, we should build a wisdom teaching system, a wisdom lesson environment and a wisdom for platform, introduce new information technology to data teaching-related behaviors, provide teachers with teaching content, teaching resources, teaching space and teaching method recommendations, realize precise teaching and assist teachers in determining the direction of teaching reform; based on students' different levels of knowledge mastery and different learning habits, we should make personalized for each student Based on students' different levels of knowledge and learning habits, we can make personalized recommendations on learning content, learning paths and career planning for each student to promote inquiry-based deep learning and truly realize teaching according to their abilities.

3.2.1. Teaching and Learning Process Design

The quality of the course depends on the level of knowledge acquired by the students and the learning of the students as subjects during the course. A simple patchwork of content and boring lectures will greatly reduce students' interest in learning. Innovation in the orderly organisation of course content and the organic integration of teaching methods according to the characteristics of the course, allowing students to "move themselves and creating a new curriculum in which students are willing and able to question, can greatly improve the fluency and efficiency of teaching.

Before designing a lesson, we need to have a certain understanding of the overall content of the teaching material, clarify the teaching objectives, and teaching priorities and analyse in what order the whole lesson should be organised and presented, i. e. the teaching content should be presented in a certain logical order, such as from easy to difficult, from simple to complex or from major to minor, etc. In this process the teacher himself needs to organise, structure and integrate the various parts of the teaching content, organise the fragmented knowledge and present it in a way that is easy for the students to understand and master in order to effectively make them fall in love with learning. Once you are familiar with the whole set of materials, you can draw up a mind map in your own way and design specific lesson presentations, lesson techniques and lesson content based on the mind map when designing your teaching.

Teachers determine the scope of the learning content by identifying the knowledge used for teaching and learning that is covered in each session of the unit or lesson, including the essential knowledge points. One of the characteristics of many online courses is that they are short, typically 10-20 minutes, and for such short courses it is often necessary to cover only one knowledge point thoroughly, so the choice of knowledge points is particularly important. For example, in the above knowledge point on random sampling, we can divide it into three lessons on simple random sampling, systematic sampling and stratified sampling, to ensure that each small knowledge point can be told clearly and thoroughly within 10-20 minutes.

3.2.2. Method of Organisation and Implementation

With the deepening of the reform of teaching, the "student-centred" teaching concept is advocated in the curriculum, not because the teacher has to provide the students with every possible service, but because the students, as explorers of knowledge, can find out the correct way to solve problems themselves under the guidance of the teacher and exercise their own initiative and innovation. Taking smartphones as an example, the entry of mobile phones into the classroom has been an unstoppable trend. In solving the problem of students playing with their phones in class, it is worthwhile to think differently: in the form of multi-person inquiry, students are encouraged to use their mobile phones in class to solve classroom problems on their own. The flipped classroom can be used to give students the freedom to develop their dual identity as both teacher and student and to enhance their participation in the classroom. In terms of course assessment, students can come up with their own questions and the teacher can judge the feasibility of the questions, so that students can achieve a breakthrough in identifying and solving problems on their own.

3.2.3. Methods of Continuous Improvement for Teaching Effectiveness

Curriculum-building innovations are only artificially conceived ideal situations, and the concrete effects of practice still need to be judged by teacher and student performance. The effectiveness and impact of changes in the curriculum can be judged on the basis of the objectives of the course and the changes that students make throughout the

course of the learning cycle. Multiple course teachers can combine multiple aspects of evaluation, and students can also be asked to describe how their own learning process is different from that of the past, with their own experiences often determining the success of the course. At the same time, curriculum improvement is not a one-off or quick fix, and course teachers and students need to work together to create a first-class curriculum that is better suited to teaching and learning.

Continuous improvements can be made in the following areas: establishing a mechanism for evaluating the effectiveness of teaching and learning, regularly conducting purposeful evaluations of the course, the teacher and the students; encouraging students to question the teaching and learning and to discard unsuitable and incorrect course content; strengthening communication between teachers and students, both of whom, as course owners, can identify problems in the construction of the course in time during mutual discussions.

4. Conclusion

A first-class course should focus on creating a gold course, not a gold teacher. The same course should be taught in such a way that any qualified teacher can meet the gold standard. If a gold course and a gold teacher are equivalent, then when the gold teacher retires, the gold course will cease to exist. In the long run, we should make the gold course so that any qualified teacher who takes it can become a gold course. To make the course less sensitive to the teacher. A first-class course is built on the course, not the teacher, and should focus on the design and innovation of the course teaching process, strengthening the construction of the course with a goal-oriented approach, optimizing and reconstructing the teaching content and course system, designing the specific content and practical aspects of the course around the outcomes and impact of course knowledge, so that anyone teaching can achieve first-class results. Similarly, first-class courses are evaluated by the course, not the teacher, and should focus on the implementation and effectiveness of the course. Different teachers, who have mastered the implementation of the course, can achieve the desired effect.

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