

# Research on the Construction Path of College English Quality Resources Sharing Course

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**Abstract:** College English quality resource sharing course aims to promote the co-construction and sharing of high-quality curriculum teaching resources in colleges and universities, to promote the transformation of educational and teaching concepts, the renewal of teaching contents and the reform of teaching methods, to improve the quality of personnel training and to serve the construction of a learning society. The research objectives of this paper are as follows: Guided by modern educational theory, infiltrating curriculum ideological and political education, exploring and constructing ways and operating modes of College English quality resources sharing course in higher vocational colleges adapting to higher education teaching reform and social and technological development; By innovating the construction mode and interaction mechanism of College English quality resource sharing course, we can promote the cultivation of students' self-learning habits and cultivate high-quality skilled talents to meet the needs of enterprises; Deepening the reform of teaching content and curriculum system, promoting the improvement of teachers' teaching innovation ability and teaching means, and improving the quality of education and teaching and the overall quality of teachers by studying the methods of construction and sharing of high-quality resources.

## 1. Introduction

With the opening of global educational resources, the sharing of online educational resources is changing people's learning style and lifestyle. People's access to educational resources is no longer limited to the traditional forms of classroom teaching, audio-visual materials, books and magazines, but mainly in the form of online network, audio and video. Based on the needs of education and social development, the General Office of the Ministry of Education issued the Implementation Measures for the Construction of Quality Resource Sharing Courses (hereinafter referred to as the Measures) in May 2012, emphasizing that "Quality Resource Sharing Courses focus on a wide range of public basic courses, professional basic courses and professional core courses, with curriculum resource system, enrichment and network communication as the basic requirements." Through national, provincial and University three-level construction, a multi-level and multi-type high-quality course teaching resource sharing system has been formed for general undergraduate education, higher vocational education and network education, which provides high-quality course teaching resources for teachers, students and social learners in colleges and universities.

## 2. Current situation of the study

### 2.1 Study abroad.

In 2001, the Massachusetts Institute of Technology (MIT) took the lead in sharing curriculum teaching resources, putting courseware and other resources in the Internet server, and the public can download them free of charge. Taking this as an opportunity, many universities in the United States and the world have joined this ranks, sharing part of the teaching resources through the Internet. In 2002, the United Nations Educational, Scientific and Cultural Organization (UNESCO) at the Forum on the Impact of Open Courses on Higher Education in Developing Countries explained the open educational resources, namely, the various educational resources provided to non-profit organizations on the basis of information technology, which can be freely accessed, modified or used. With the

increasing popularity of the global Internet, the concept of openness and sharing has become the dominant Internet. The object of sharing educational resources has developed from a single courseware, lecture notes and other content resources to today's relevant teaching methods, teaching skills and other technical resources.

The emergence of MOOC (Massive Open Online Courses) in 2012 is an important manifestation of the infiltration and influence of information network technology in the field of education, which was also called "the first year of MOOC" by the New York Times. Since then, MOOC has entered the vision of ordinary people and influenced the traditional concept of classroom education. Since MIT implemented open courseware, the sharing of open educational resources has been going on for more than 10 years worldwide, but its development scale and maturity are still in its infancy.

## **2.2 Domestic research**

In China, the construction of national quality resource sharing curriculum, an open educational resource project in universities, is being carried out in an all-round way. In 2011, the Ministry of Education proposed to upgrade the original national quality courses to national quality resources sharing courses during the "Twelfth Five-Year Plan". The Ministry of Education issued the "Opinions of Ministry of Education and Ministry of Finance on the Implementation of Undergraduate Teaching Quality and Teaching Reform Project of Colleges and Universities during the 12th five-year Plan Period" during the "Twelfth Five-Year Plan" and "Opinions of the Ministry of Education on the Implementation of the Construction of National High-quality Open Courses" and other important documents, which have played an important role in promoting the quality resource sharing course to a new and higher level. From 2012, the Ministry of Education plans to build 5000 resource-sharing courses during the "Twelfth Five-Year Plan". The sources of these 5000 resource-sharing courses are mainly 2000 selected from the previous top-quality courses, and 3000 new top-quality resource-sharing courses are launched in Colleges and universities. The quality resource sharing courses are the inheritance and development of the quality courses. They are the optimization of the structure, transformation and upgrading on the basis of the achievements of the original quality course construction, with the aim of benefiting more audiences.

## **3. The design for the Construction Path of College English Quality Resources Sharing Course can be divided into four parts**

Research on the teaching content design of college English quality resource sharing course. According to the positioning of college English course in the talent training program and the role of college English course in the future employment, the content of college English quality resource-sharing course focuses on the knowledge transfer, ability training and the improvement of students' quality. It is better for colleges to plan the ESP (English for Special Purpose) curriculum system for practical purposes.

In accordance with the reform trend of public English teaching in vocational colleges and universities, the organic integration of language learning and vocational skills training should be carried out to ensure that the teaching content and teaching process truly reflect professionalism and practicality, so as to improve students' English communicative ability and comprehensive quality, and enhance their employability.

Take our college English in our school for example, we design 10 topics relating to workplace in the quality resources sharing course, which are Organization, Office, Business Meals, Product, Trade, Transportation, Workplace, Business Meeting, Business Travel and Money. And we also develop ten industry oral English conversations. Under each topic, there are 8 learning tasks, which are unit introduction, text warm-up, text intensive reading, words and phrases, practice, writing, listening and speaking, and situational conversation.

Research on the construction of course resources in college English quality resource sharing course. Based on granulated material resources, this course carries out the construction of course resources, with no less than 1000 resources. The selection of course content is based on the cultivation of practical application ability, so that students can complete the corresponding learning

tasks in the preset situation, accumulate language knowledge and develop professional ability. It can meet the requirements of online and offline hybrid teaching, as well as teachers' flexible curriculum construction and students' independent learning.

We should construct basic resources and expand course resources in line with the reality of higher vocational students, and upload all kinds of teaching resources around knowledge points and skill points, build the course learning system, and comprehensively realize the sharing of teaching resources. According to the latest words and phrases of English development and the individualized needs of learners, we should develop, construct and expand resources in a targeted way to enhance the universality of course resource construction. We will also build the spoken English database, college English test database, English contest database, and expert lecture database.

The construction of teacher team in college English resource sharing course. Teachers are the foundation of the construction of high-quality resource-sharing course, and the construction of first-class teaching staff is the foundation of the realization of the goal high-quality resource-sharing course. We strengthen the construction of teachers mainly through the organization of training programs, increasing teachers' teaching and information technology training and scientific research and other measures.

Information technology competence is the core of building college English quality resource sharing course teaching team. The low level of information technology of teachers will seriously hinder the construction process of college English quality resource-sharing course teaching team. Therefore, the core of college English quality resource-sharing course teaching team construction lies in that team members should have good information technology ability. Members can learn the following contents through self-study and on-campus and off-campus training: information teaching, micro-course production, PPT design and production, various teaching platforms and the use of software.

Scientific research ability is the key point of college English quality resource sharing course teaching team ability construction. Encourage team members to pursue doctoral studies in famous universities and teachers in China, and enhance their scientific research ability through rigorous academic study; At the same time, the school or department should regularly organize scientific research knowledge training lectures and hire experts to hold scientific research lectures to introduce hot scientific research projects related to resource-sharing courses.

The ability of social service is the foundation of the ability construction of college English quality resource sharing course teaching team. Public English teachers should be batch regularly every year to related enterprises in practice, using the theory in the process of the practice of the enterprise post knowledge to improve their professional ability, finally will feed into teaching practice and enrich the teaching content, make the student's public English courses can be more combined with enterprise's actual need, we will deepen reform of the course and for students to prepare for career.

#### **4. The specific measures for implementation**

Practical-oriented, ESP (English for Special Purpose English for Special Purpose) is introduced into the curriculum system. Expanding the content of the second class. The content of this course is guided by the vocational education concept of "combining work with study and ability-based", aiming at cultivating students' English application ability in future work. It focuses on improving their practical ability of listening, speaking, reading and writing, especially English communicative ability in the process of work, which truly reflects the professionalism, practicality and practicability of public English teaching in higher vocational colleges.

Language teaching and learning need a good environment and a combination of in-class and out-of-class. College English "self-study activity" is a direct extension and supplement to the classroom teaching content. It includes pre-class preview, after-class review, homework completion, collection of relevant information, discussion, written or oral language training, etc. according to the teaching requirements. To meet the needs of students, we should build a spoken English database, a college English examination database, an English competition database and an expert lecture database.

In content organization, learning content is organized according to the clues of typical English knowledge and skills required in typical tasks. Considering the consistency between students' learning practice and job demands, the online and offline hybrid teaching mode is constructed with the core of quality teaching resources.

In terms of activity design, we should change the basic mode of teacher-led and language knowledge explanation-centered to the mode of student-centered and practice-centered. We should mainly adopt action-oriented methods such as communicative approach and task-based approach, through the interaction between teachers and students, so as to enable students to develop language skills in vocational activities. Each theme is organized around a specific career position to arrange content and design tasks. Each topic is divided into eight parts: introduction, warm-up before class, text, new words, exercises, writing, listening and speaking, and English situational conversation. The difficulty and gradient of materials are controlled accurately and reasonably. The starting point of vocabulary is about 2500 words, the length of text is controlled between 350 and 400 words, and the rate of new words is about 7%. This course is scheduled to be completed in two semesters of the first academic year, 1-5 topics in the first semester and 6-10 topics in the second semester.

Teachers push learning resources to students through the platform before class, send instant notifications to students' mobile phones, remind students to learn, and create a vote, test, questionnaire, or brainstorming, and specify pre-class learning content to submit learning feedback. Teachers then adjust classroom face-to-face teaching activities according to this, so that the classroom content is more suitable for students' learning needs.

Innovating curriculum evaluation methods, introducing multi-dimensional evaluation methods, incorporating the whole process data evaluation of personal platforms into final grades, and strengthening the evaluation of curriculum construction.

Multidimensional evaluation method is a direct and systematic observation and evaluation based on students' performance or performance samples, according to established standards. Multidimensional evaluation method should combine students' self-evaluation, students' mutual evaluation and teachers' evaluation.

The recognition of students' performance is carried out in the form of combining process evaluation with summative evaluation, which includes two aspects: one is the normal performance, with a full score of 100; the other is the final assessment according to the curriculum assessment criteria, with a full score of 100. The sum of the two aspects is the final score of the students, that is, the total score = 70%the usual score (10% attendance + 20% handwritten homework + 20% personal and network platform + 30% group + 20% spoken video) and 30% final written examination.

The application team, the construction unit and the competent department should regularly (usually every academic year) inspect the website updates, the number of registered course visitors, the number of downloads of website materials, and the feedback of learning experience (message) to evaluate the "quality" of the quality resource sharing course in College English.

It is necessary to check and update the website for the construction of the quality resources sharing course of College English, strengthen the training center and service platform for the teachers of the quality resources sharing course in technology and management, and regularly and routinely check the quality situation of College English, so as to play a leading and exemplary role in the course construction and better promote the course resources. The construction and application sharing should be developed equally, which can make the quality resource sharing course serve the learners better.

## 5. Conclusions

Through the study of the construction path of "College English" quality resource sharing course, we can improve and develop the related theory of quality resource sharing course, and provide theoretical guidance and methodological support for the construction of quality resource sharing course. Promote educational equity, improve the quality of education, support the construction of a learning society, and form an educational informationization system that is compatible with the development goal of national education modernization. The construction of the quality

resource-sharing course of College English has promoted the development of education in the field and conformed to the development trend of the era of educational innovation. It has great theoretical significance for promoting educational reform, improving the quality of education and building a new teaching and learning pattern.

The research on the construction path of College English quality resource-sharing curriculum in higher vocational colleges can not only promote the reform and development of College English teaching in a deeper direction, but also promote the overall level of curriculum construction, thus improving the quality of education and teaching, at the same time, it can also improve the construction of the same kind of quality resource-sharing curriculum in Vocational colleges. It provides an effective reference mode. New educational resources have been integrated into the classroom, and teaching forms have been changed, which greatly facilitates teachers' teaching activities, improves teaching efficiency, breaks the traditional learning mode of students, and provides new ideas for the development of education. It is conducive to the overall improvement of teachers' information technology level and the promotion of curriculum information construction. Teachers need to constantly improve their own information technology level and modern information technology level in the course of building quality resources sharing. Promoting the overall level of teachers' information technology can speed up the pace of curriculum information construction.

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