

## Exploration on the Construction of Mixed "Golden Courses" in Higher Vocational Education——Take "Comprehensive German" as an example

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### Abstract

### Review Article

"Comprehensive German" course, as a professional core course, establishes the course objectives according to the talent training plan, reconstructs the teaching content based on enterprise research, and implements classroom teaching in accordance with the "student-centered" teaching concept. It has formed unique teaching characteristics, and strives to build a mixed "golden course" in higher vocational colleges.

**Keywords:** Golden course; higher vocational education; German.

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## I. THE MEANING OF THE COURSE

The characteristics of "golden course" can be summarized as "two natures one degree", that is, advanced, innovative and challenging. "Advanced" refers to the organic integration of knowledge, ability and quality, and it is to cultivate students' comprehensive ability to solve complex problems. "Innovative" means that the course content reflects the cutting-edge and the times, the teaching form is advanced and interactive, and the learning results are exploratory and personalized. "Challenging" means that the course has a certain degree of difficulty, and the students need to jump to get it. The process of reforming the "Comprehensive German" course is the process of "golden course" construction, which is a systematic project to create a high-quality course.

In order to meet the needs of the development of the modern service industry in the Guangdong-Hong Kong-Macao Greater Bay Area and meet the new requirements for the training of technical and skilled personnel in the new era, the German major has been applied to build a curriculum system of professional platform courses and industry development courses. The professional platform course consists of German modules, business modules, cultural modules and other modules, and the industry development course consists of digital trade, education and training, and business management.

The "Comprehensive German" course is divided into "Basic Comprehensive German", "Intermediate Comprehensive German" and "Advanced Comprehensive German", which are offered in three semesters. According to the "European Language Framework Standard", it is divided into three major themes: "Communication German", "Business German" and "Workplace German" according to the development sequence from low level to high level, from campus to workplace, and from individual to society. It is a bridge connecting courses such as the professional basic course "German Audiovisual Listening and Speaking" and the professional development course "International Marketing Practice", so as to realize the goal of talent training step by step.

## II. COURSE OBJECTIVES

### A. Student situation

In terms of knowledge reserve, the Students have mastered the vocabulary and grammar knowledge corresponding to the European standard A2 level through the study of the preamble courses. In terms of basic skills, students have mastered the German pronunciation rules and can use the rules to spell German words, but the pronunciation accuracy needs to be further improved, and they have certain language analysis ability and audio-visual ability. In terms of cognitive and practical ability, students have good image thinking and imagination, and generally show strong performance desire and situational control

ability, but their ability to use German fluently to carry out business activities needs to be further improved.

### **B. Teaching content**

This course uses the national standard textbook "Modern University German" and refers to the new-form cloud textbook "Beyond German" edited by the teacher. Based on the previous enterprise research, the project-based teaching reform was carried out. Taking "Intermediate Comprehensive German" as an example, the teaching content was restructured into four progressive projects: planning careers, entering the workplace, promoting companies, and promoting products. Taking "promoting national brands" as the main line, all teaching contents are connected in series.

### **C. Teaching objectives**

This course focuses on guiding students to establish correct ideals and beliefs, learn correct thinking methods, closely follow the talent training plan, and support students to improve their professional knowledge of German pronunciation, vocabulary, grammar, etc., as well as listening, speaking, reading, and writing based on different project themes, translation and other professional skills training, further cultivate students' German oral communication and written expression skills, improve students' ability to analyze and solve problems based on tasks, cultivate students' professional spirit of excellence and pursuit of excellence, and lay a solid foundation for students to enter the workplace.

## **III. COURSE ORGANIZATION**

### **A. Pre-class stage**

The teaching process is divided into three stages. Before class, teachers release tasks and students conduct autonomous learning. During class, teachers organize students to improve through discussions, and display their learning results. After class, teachers guide students to apply what they have learned to realize the unity of knowledge and action.

Specifically, in the pre-class self-learning stage, teachers push the grammar micro-lecture video of this lesson to students. After students complete the online test, teachers check the completed data, analyze wrong questions, and reply to messages in time. Finally, students complete the dubbing works in groups, and teachers will make targeted comments in class.

### **B. Mid-class stage**

In the first part of the class, the students presented the dubbing works completed before the class. Guide students to make comments in the "Learning Pass" APP discussion area while watching. After all the presentations are over, the offline review will be conducted. Teachers make timely suggestions, praise students who have performed well, correct

students' mistakes, and put forward suggestions for improvement.

In the second part, teachers strengthened the focus of vocabulary and activated the classroom atmosphere through the game of "Tell me and guess". According to the students' problems in the interactive part, teachers adjust teaching strategies. Then, in response to the common pronunciation problems of students, the teacher analyzed the reasons for the errors, explained the essentials of pronunciation, and let the students use the "German Assistant" APP to improve the pronunciation accuracy.

In the third part, through the cloud video conference system, the teachers of the language school of a German university and the representatives of Chinese-funded enterprises in Germany were connected at the same time. They explained the commonly used sentence patterns and authentic expressions of the companies to promote from the perspectives of language and business, and interacted with the students on the spot to answer questions and solve their doubts, and the teaching focus was done.

In the fourth part, teachers issued tasks and asked students to act as representatives of Chinese-funded enterprises in Germany and German receptionists in groups. Students need to jump out of the framework of the text and use their knowledge transfer ability to turn what they have learned into what they have understood. Teachers timely point out students' problems in language use and cultural use.

The achievement presentation is the most ceremonial part, using MR (Mixed Reality) technology to create a "real" situation, allowing students to walk into Berlin and Germany to promote companies. So far, the students have mastered how to use German fluently to make corporate presentations, and the difficulties in teaching have been resolved. Finally, the teacher makes a summary and comments, gives praise and encouragement, gives suggestions for improvement, and assigns homework.

### **C. After-school stage**

The third stage is continuous learning after class. First of all, students communicate and discuss with their German language partners to realize the theory and gain insight. Then students choose their favorite methods, such as song singing, poetry recitation, film dubbing, video clips, poster design, etc., to summarize the gains of this class. Excellent works have been promoted to platforms such as the foreign language culture festival, and the "4:30 Classroom" of primary and secondary schools outside the school, so as to apply what they have learned. Finally, students complete the daily check-in in the "Daily German Listening" APP and develop good study habits.

#### D. Assessment and evaluation

Student evaluation is composed of students' self-evaluation, mutual evaluation, teacher evaluation and external tutor's evaluation in combination with students' performance before, during and after class. "Learning Pass" APP records the performance of students in the whole process, including statistical reports of overall activities and details of individual learning situation data, which is convenient for teachers to teach according to their aptitude, and generates weekly and monthly teaching reports, which is convenient for teachers to adjust teaching strategies in time. Teachers use student evaluation questionnaires to improve teaching.

#### E. Implementation effectiveness

The data shows that the teaching strategies are effective, the teaching goals can be achieved, and the important and difficult points can be broken through. The language level of students has been significantly improved, and the pass rate of the professional German level 4 test has been significantly improved. Most of the students passed the European standard B2 test during their study in Germany; they have won the first-class scholarship at the school level; they have won the second prize in the German Oral Skills Competition of Higher Vocational Colleges.

The report shows that the employability of students majoring in German is at the forefront of the school and is well recognized by employers. The vast majority of students have joined Shenzhen's well-known cross-border e-commerce companies and have great potential for development.

### IV. COURSE FEATURES

#### A. Innovation

This course has carried out a project-based teaching reform, and the tasks set to meet the needs of students in the future. The use of MR (Mixed Reality) creates real work and life situations, effectively solves the problem that students generally have not been to Germany and has limited understanding of German culture, enhances students' interest and enthusiasm in learning, and improves students through the use of language. With the help of personalized homework form, it effectively breaks through the traditional homework form of language courses, fully gives students the opportunity to create, conforms to the personality characteristics and psychological demands of higher vocational students, stimulates students' creativity and imagination.

#### B. Reflect on improvement

The first problem is that students generally lack corporate work experience, which limits the

cultivation of their business communication skills, which is reflected in a slight deficiency in cognitive ability, emotional ability and behavioral ability. The second problem is that although MR equipment gives students an unprecedented sense of ritual, the current equipment is limited in number, and it is difficult to ensure that every student in the classroom has the opportunity to use it.

The first solution is that teachers should bring in more counterpart cooperative enterprises, and teachers should also go out more, go deep into enterprises, and strengthen their practice. The second solution is to actively develop relevant teaching resources. Teachers can further deepen teaching research, explore the teaching mode that integrates theory, virtual reality and reality, declare relevant topics, and further build relevant resources to achieve the integration of theory, simulation and practical operation, effectively solve some objective problems existing in the teaching process.



Jie Cao received the MA.degree from Renmin University, in 2013. She is currently a lecturer of Shenzhen Polytechnic. Her research interest mainly focuses on german teaching.

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