

Research on the Construction Strategy of College English Gold Class in Applied Colleges and Universities Based on Smart Education



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Abstract: This paper is devoted to exploring the construction strategy of the golden class of college English in applied colleges and universities based on smart teaching to promote the in-depth reform and development of higher education in China. By elaborating the principles and significance of the construction of the golden class of college English for applied colleges and universities based on smart teaching, a series of implementation strategies are proposed, including the integration of multimedia resources, the introduction of personalized learning, the practice and application-oriented approach as well as the promotion of communication and cooperation, and so on. The implementation of these strategies will help to improve students' practical application of English, enhance their comprehensive quality, and improve their English learning effect and learning experience.

Keywords: intelligent teaching; applied; colleges and universities; university English gold class; construction strategies

Introduction

With the vigorous development of wisdom education and the continuous reform of English education in colleges and universities, the importance of constructing the golden class of college English in applied colleges and universities is becoming more and more prominent. Under the background of smart teaching, the following are the principles for constructing the golden class of college English in applied colleges and universities: firstly, it should be closely related to the modern vocational demand. As an applied college, its college English teaching should closely focus on modern career needs, fully consider the future professions and fields in which students are engaged (Zhang, 2022), formulate learning objectives and teaching content, and focus on cultivating students' practical application ability. This requires teachers not only need to fully understand the students' majors and employment

direction but also need to pay close attention to the industry dynamics and workplace needs, to develop a more specific and more targeted teaching plan. Secondly, the practical application should be emphasized. The college English gold course in applied colleges and universities should be practice-oriented, combining theoretical knowledge with practical skills and focusing on cultivating students' practical application ability (Song & He, 2019). In the teaching process, students should be encouraged to flexibly apply what they have learned to solve practical problems by carrying out activities such as case analysis, project simulation, and role play while enhancing their independent learning and innovation ability. Third, interaction and cooperation should be emphasized. University English gold classes in applied colleges and universities should create a learning environment full of interaction and cooperation, encouraging communication and cooperation among students as well as between teachers and students. By organizing activities such

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as classroom discussions, group research, and project practice, students' communication skills and teamwork abilities can be improved. At the same time, teachers should actively guide students to give full play to their strengths and specialties and stimulate their learning enthusiasm and creativity. Fourth, a perfect evaluation and feedback mechanism should be established. The college English gold class in applied colleges and universities should pay attention to the evaluation and feedback mechanism of students, and design a variety of forms of evaluation to comprehensively understand the students' application ability (Wang, 2021). At the same time, an effective feedback mechanism is established to give students personalized feedback and guidance promptly to help them continuously improve and enhance. These principles aim to improve students' practical application ability and vocational competitiveness and lay a solid foundation for their future development.

2. The Significance of the Construction of College English Gold Class in Applied Colleges Based on Smart Education

2.1. Enhancing students' practical application ability

Practical application ability refers to the ability of students to apply the knowledge, skills, and theories they have learned in real life and work, solve problems, and achieve effective results. The construction of English language courses in applied colleges and universities based on intelligent teaching is conducive to the enhancement of students' practical application ability. On the one hand, smart teaching can provide richer and closer to actual teaching content and cases through the use of multimedia and technological resources. Through the introduction of authentic language materials and real-life situations, students can have direct contact with real-life language-use scenarios in the classroom and learn relevant vocabulary, grammar, and communication skills, which is conducive to the development of their practical application ability. On the other hand, in the applied university English gold

class based on smart teaching, teachers can introduce practical tasks so that students can apply what they have learned to solve problems in real-life scenarios. Through practical operation and reflection, students can improve their practical application ability and develop problem-solving abilities and innovative thinking (Yu & Jiang, 2023). In addition, learning activities such as group discussions, cooperative projects, and interactive exchanges are provided in the smart teaching environment so that students can work with other students to solve practical problems. Through cooperation and communication with other students, students can share experiences, draw on others' views and suggestions, broaden their thinking, and enhance their practical application ability.

2.2. Enhancing the overall quality of students

The construction of college English gold classes in applied colleges and universities based on smart teaching is of great significance in improving students' comprehensive quality. By integrating multimedia and technological resources, smart teaching provides students with colorful learning content and diversified learning methods, effectively promoting students' cognitive ability and thinking development. For example, by displaying multimedia materials such as charts, pictures, videos, and so on, students can understand and master knowledge more intuitively, and then cultivate their observation, analysis, and comprehensive organizing ability. Meanwhile, smart teaching also utilizes interactive teaching software and online learning platforms to stimulate students' thinking and desire for exploration and develop their problem-solving ability and innovative thinking. In addition, the personalized settings of the smart teaching platform can meet the learning needs of different students. Students can independently choose learning contents and learning paths according to their interests and goals, and cultivate the ability of independent learning. At the same time, the Smart Teaching Platform can also provide feedback on learning progress and results to help students make self-evaluations and adjustments, and then develop their motivation and learning planning ability. These not only help to improve

students' English application ability but also help to cultivate students' independent learning, innovative thinking, and comprehensive quality.

3. Strategies for Constructing the Golden Class of College English in Applied Colleges and Universities Based on Smart Education

3.1. Integrating multimedia resources

Integrating multimedia resources is one of the important strategies in the construction of English language courses in applied colleges and universities based on smart teaching. By integrating multimedia resources, students can be provided with richer, more intuitive, and vivid learning content, which can effectively enhance their learning effect and promote their cognitive ability and thinking development. To realize the effective integration of multimedia resources, teachers need to choose the media forms and contents carefully. When choosing media forms, teachers can consider using charts, pictures, videos, audio, and other forms to present learning content; when choosing content, they need to select media resources that are related to learning content and of high quality according to teaching objectives and students' needs. In the process of integrating multimedia resources, teachers should focus on combining the resources with teaching content, teaching methods, and learning tasks to form an organic teaching design (Cheng, 2021). For example, when explaining grammatical knowledge, animated videos can be displayed or interactive charts can be used to help students understand and memorize; when conducting listening training, audio materials can be used to simulate real dialogues or scenarios to improve students' listening comprehension. By selecting and applying multimedia resources in a targeted way, the learning process can be made more interesting and effective. In addition, when selecting and using multimedia resources, teachers should ensure that the resources are from reliable sources and that the contents are authentic credible, and consistent with the learning content. Teachers are advised to obtain multimedia resources from reliable sources such as authoritative organizations, academic

journals, and educational institutions, and to avoid using inaccurate, low-quality, or non-copyrighted resources. Teachers also need to pay attention to balancing the quantity and quality of multimedia resources. Too many resources may distract students' attention and cause information overload; while too few resources may not be able to meet students' needs and affect the teaching effect. Therefore, teachers need to choose and use multimedia resources reasonably according to specific teaching situations and students' characteristics to realize the best teaching effect.

3.2. Introducing personalized learning

The introduction of personalized learning plays an important role in the construction strategy of English language courses in applied colleges and universities based on intelligent teaching. To realize personalized learning, teachers can first learn about students' English proficiency, learning goals, learning styles, and learning preferences through pre-course surveys or students' self-assessment; they can also collect and analyze students' learning data with the help of modern technologies, such as online questionnaires or learning management systems, to understand their learning progress and difficulties. Then, different learning paths are set up by selecting appropriate teaching materials, resources, and activities according to students' different levels and needs (Fu, 2021). These pathways can target students at different levels of English, such as basic, intermediate, and advanced, or at different levels of specific skill areas, such as listening, speaking, reading, and writing. By ensuring that learning content is matched to students' levels and interests, teachers can help students better integrate into English learning and improve their learning outcomes. When providing students with personalized learning support, teachers can use a variety of teaching methods, such as classroom instruction, online learning platforms, or individual tutoring. Teachers can utilize their professional knowledge and experience to provide targeted answers and guidance to students' learning difficulties and problems. At the same time, they can

give students timely feedback on their learning progress and performance to help them understand their learning situation and adjust their learning strategies. In addition, teachers can also make use of intelligent learning management systems, online learning platforms, or personalized learning software to automatically generate personalized learning suggestions and homework arrangements based on students' learning data and feedback, and use artificial intelligence technology to provide intelligent learning counseling and assessment and tailor learning plans and resources for students, to enhance students' learning motivation, interest and performance.

3.3. Practice and application-oriented

In the construction of English language courses in applied colleges and universities, the strategy of "practice and application-oriented" refers to the improvement of students' English language skills and application abilities through practical application and repeated practice, to achieve the goal of effective communication in real contexts. Teachers should pay attention to the actual needs of students when setting learning objectives, and set appropriate practical and application-oriented learning objectives according to their professional characteristics, work background, and academic interests, to ensure that the learning content matches the actual needs of students. Oriented by practical application, teachers should select teaching materials, cases, and resources with practical application value. For example, by utilizing authentic English materials and cases and combining classroom teaching and practical exercises, they can help students understand and master the practical application of the English language and culture. By organizing various forms of teaching activities, such as role-playing, group discussion, and project practice, teachers can help students practice English communication skills in real contexts and enhance their practical application (Zhou, 2021). During the teaching process, teachers should also focus on giving feedback and assessing students' performance to help them better improve and enhance. In addition to teachers' guidance and support, encouraging

students to explore and practice on their own is also an important part. For example, through extracurricular activities, practical projects, and social networks, students are given more opportunities to practice and apply their English skills to continuously improve their English proficiency and application.

3.4. Promoting communication and cooperation

Promoting communication and cooperation is a very important point in the construction of English language courses in applied colleges and universities based on intelligent teaching, because efficient communication and cooperation can help students better understand and master English knowledge, and improve the learning effect and results. In this regard, teachers can establish an interactive teaching atmosphere. That is to say, through various forms of interaction and communication, such as classroom Q & A, group discussion, role-playing, etc., to establish a positive, active, open, and interactive teaching atmosphere and encourage students to actively participate in and communicate with each other; they can utilize social network platforms, such as WeChat groups, learning QQ groups, etc., to provide a platform for students to communicate and collaborate online. These platforms can promote communication and cooperation among students and facilitate their discussion and learning after class; some tasks can be included in the course design and students can be divided into learning groups. For example, online team discussions or group assignments can be arranged to motivate students to discuss the problems and complete the tasks together, to improve the learning effect and results; multimedia technologies, such as images, videos, and audio, can also be utilized to present the teaching content, to enable students to better understand and master their English knowledge. At the same time, in the process of using multimedia technology, some interactive elements, such as quizzes and games, can also be added to promote communication and cooperation among students (Yuan & Yao, 2020). In addition, in the course design, teachers should guide students to reflect on their learning experiences and share their

learning experiences and achievements with other students. Through communication and sharing, students can learn from, learn from, and improve each other and promote each other's growth.

Summarize

To sum up, through the implementation of strategies such as integrating multimedia resources, introducing personalized learning, practice and application orientation, and promoting communication and cooperation, we can not only cultivate students' practical application ability, comprehensive quality, and problem-solving ability, but also meet students' learning needs, and then improve the teaching effect. Of course, with the continuous development of information technology, only through continuous exploration and innovation can college English teaching become more efficient, so that students can better master language skills and lay a solid foundation for future career development.

Conflict of Interest

The author declares that she has no conflicts of interest to this work.

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