

Reflections on the Construction of MOOCs in Chinese Universities: Taking the Public Course of Literature as an Example

Ji Li

Shenyang Agricultural University, college of Marxism, Liaoning Shenyang, 110866, China

leona_dl@126.com

Keywords: MOOCs; Teaching mode; Course construction

Abstract: Since 2012, MOOCs has been popular all over the world. This new educational concept and teaching mode of MOOCs has had a great impact on traditional higher education. MOOCs provides a very personalized teaching platform for teachers in colleges and universities in China, as well as a very broad learning platform for students. According to the current situation of the development of MOOCs at home and abroad and the characteristics of Chinese universities, Chinese universities need to step out of the traditional educational concept, create subject characteristics, and use the teaching mode of MOOCs to stimulate students' enthusiasm and subjective initiative. On the platform of MOOCs, advanced resources are used to create excellent courses in our universities. This paper takes the public course of literature as an example, and puts forward some suggestions on the construction of MOOCs in Chinese universities. With the continuous progress of MOOCs, nowadays, distance education has attracted more and more attention, and network teaching has set off a wave of upsurge in domestic teaching. However, this kind of network course has not attracted the attention of Chinese universities, and its utilization rate is still not up to expectations. But the emergence of MOOCs has changed this situation. MOOCs has demonstrated its unique teaching concept and method to universities. In higher education, the teaching method of MOOCs has led to the innovation of teaching mode in universities, which has made teaching resources shared among universities and greatly improved the teaching quality of universities. The teaching thought of MOOCs has changed the traditional teaching methods of Chinese universities and fundamentally realized the modernization reform.

1. The Origin of MOOCs

MOOCs are the acronyms for "A Massive Open Online Course". These English words also reflect several characteristics of MOOCs, which means "large-scale online open course." Compared with traditional teaching, MOOCs teaching is very large in scale. The number of classes in MOOCs is up to 160,000. This figure cannot be realized in traditional teaching. The courses of the MOOCs are open-ended, and students can choose according to their own interests. As long as they want to study, they can come regardless of their nationality. The teaching method of the online course makes the teaching space of the MOOCs class very flexible. It can conduct tests and exams in the classroom, and can also discuss and answer questions in the discussion area in the classroom. It is not a process of substitution for traditional teaching, but a process of progress. The teaching in the classroom is not possible in traditional teaching, but traditional teaching can not be done in the classroom, which requires the complementarity of the traditional teaching and the course of mourning.

2. Thoughts on the Construction of MOOCs in Domestic Universities

MOOCs appears in American universities, and its emergence makes students passionate about the university's public curriculum. American universities are thinking about how to reduce the cost of education while improving the quality of teaching, which is the direction of reform of higher education. Our university is now in the process of curriculum reconstruction and the transformation

of teaching methods. In the future, MOOCs will combine with the education system of our university to greatly open the learning platform for students.

In the course construction of colleges and universities in our country, we need to plan and construct according to the characteristics of the school, and select excellent courses on the platform of MOOCs to go online. The learning effect of online platform education has always been a hindrance to its development. In our country, only 16.4% of students and 7.8% of teachers use excellent courses. Online education in MOOCs is a popular course. There are excellent teachers in the world and their teaching styles are diverse. The construction of MOOCs in Chinese universities needs to be taught by the best teachers in universities, and the best teaching resources in universities are also needed in MOOCs. In the new era, teachers can no longer be a single image of teachers, and teachers need to be more diversified. In the actual teaching, it can show a more diversified teaching style. In the construction of public literary courses in university, teachers' classes carry out teaching construction according to the characteristics of the courses. As we all know, students' interest in literature courses is lower than that of other science and engineering courses, which requires universities to innovate literature courses in the course of course construction, and to reform literature courses with new teaching concepts. The characteristics of the discipline are the advantages of each university. Therefore, in the course construction of MOOCs, the advantages of universities need to be tapped. Some universities have the advantages of philosophy and economics, and some universities have the advantages of literature. According to the characteristics of universities and different understandings of specialties, professional teaching needs to be recognized by the academia in the course construction of MOOCs.

Colleges and universities need correct and reasonable use of MOOCs teaching. Under the Internet view, education has a variety of online carriers. These carriers can transform the content of literary courses from boring words to vivid characters, so that students can deeply understand their teaching content. Literature courses will become more effective and permeable under the Internet. The literary curriculum and the Internet are integrated with each other. Universities can fully introduce advanced teaching resources outside the school, broaden the teaching space of ideological and political education, and enable students to obtain excellent teaching resources among the major universities in the country, and students can also make free choices in the course. This innovative way can reduce the teaching pressure of teachers and improve the teaching effect.

3. Thoughts on the Role of MOOCs in Public Classes of Literary

3.1 Improving Students' Interest in Learning.

Strong curiosity will be the biggest motivation for online learning. In the traditional university classroom, the teacher's single explanation is difficult for students to have interest in learning, and teachers must correctly guide students to learn. In order to attract students' attention quickly and stimulate students' desire for knowledge, the images formed by multimedia computers can give students a strong sense of vision and thinking, and stimulate students' interest in learning. Students can be provided with a very rich perception, which can improve the students' thinking ability, lay the foundation for their thinking jump, and achieve twice the result with half the effort. In the public class of university literature, the use of MOOCs can make the teaching process more vivid and lively, which can not only cultivate students' cognitive sensibility, but also cultivate students' observation ability, so that the interest and curiosity of learning can be stimulated to the limit.

3.2 Enriching the Public Course of Literature in Colleges and Universities.

The role of MOOCs teaching is not only to stimulate students' interest, but also to enhance the learning effect to enrich the public classroom atmosphere of literature. Teachers can guide students to study independently on the basis of the MOOCs teaching, and then solve the problems they do not understand. MOOCs is used to create an environment for students to explore independently through the form of discussion, according to different students' different teaching methods, and respect individual differences, which is conducive to giving full play to each student's own strengths,

and is also a way to improve learning efficiency.

3.3 Cultivating Students' Ability to Learn Independently.

In modern teaching, MOOCs is only a learning tool, and it is especially suitable for students to cultivate their ability of self-learning. They can use MOOCs to obtain learning information, then combine their own problems to learn independently and finally solve their own problems. In this process, students make use of MOOCs to combine subject knowledge and common sense of life, and connect extracurricular knowledge with intracurricular knowledge. Finally, they get the final answer of the problem. In this process, they not only solve their own problems, but also learn the methods to solve them, which improves their ability of independent inquiry imperceptibly and is beneficial to students' all-round development. The use of this method in practical teaching can be guided by teachers, so that students can think ahead of their own problems, and then will guide students to learn in multimedia, and timely guide students to screen and process information. In this learning environment, students' ability of self-learning and self-inquiry is fully mobilized by teachers, which not only expands the knowledge of students, but also develops their ability to acquire information.

4. Conclusion

In the new era, MOOCs offers an emerging learning platform for students, which has a big impact on the majority of learners. When the university conducts teaching construction through the MOOCs, it should carry on the layout construction according to the school's superior discipline. The construction of the contents of the university textbooks and the content of the courses can adapt the university teaching to the times and maximize the educational goals.

References

- [1] Hong Yongchun. *Reflections on the Selected Courses of Literature in Local Normal Colleges: Taking the Teaching Practice of the Course of Modern and Contemporary Chinese Literary Works as an Example* [J]. Journal of Tonghua Normal University, 2014 (1) :130-133.
- [2] Zhang Xiangong. *Reflections on the Teaching of the Course of Chinese Culture History: Taking Inner Mongolia University for the Nationalities as an Example* [J]. New West, 2016 (12): 42-42.
- [3] Yan Huihui. *Reflections on the Standardization Construction of Practical Teaching of Ideological and Political Theory Courses in Colleges and Universities: Taking an Introduction to Mao Zedong Thought and the Theory System of Socialism with Chinese Characteristics of Shandong University (Weihai) as an Example* [J]. Education and Teaching Forum, 2014 (48): 47-49.
- [4] Yang Rui. *Research and Practice on Teaching Reform of Public Elective Courses in Colleges and Universities: Taking the Appreciation of Famous Masters of World Literature by Liaoning Institute of Foreign Trade and Economics as an Example* [J]. Journal of Inner Mongolia Agricultural University (Social Science Edition), 2015, 17(1): 82-85.
- [5] Yan Huihui. Reflections on the Standardization Construction of Practical Teaching of Ideological and Political Theory Courses in Colleges and Universities--Taking Shandong University (Weihai) "An Introduction to Mao Zedong Thought and the Theory System of Socialism with Chinese Characteristics" as an Example[J]. Education and Teaching Forum, 2014(48): 47-49.
- [6] Sheng Hu. Research on the Construction and Teaching Application of Auxiliary Course Based on WeChat Platform[J]. Science & Technology Economics Guide, 2017(1): 16-17.
- [7] Yang Chen. Research on the Reform of English Teaching in Higher Vocational Education under the Background of Curtain Course[J]. China Out-of-School Education (Late), 2018, 656(12): 102-103.
- [8] Gong Xifang. A Probe into the Ways of Improving the Teaching Effect of Ideological and Political Courses in the Perspective of Curtain Courses[J]. Shanxi Youth, 2017(5).