

## **THE CONSTRUCTION OF MOOCS CURRICULUM BASED ON THE CHARACTERISTICS OF COLLEGE STUDENTS' COGNITIVE STYLE**

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MOOCs (Massive Online Open Courses), with their diversified resources, open model, and the characteristics of paced pace and independent learning have attracted people's attention. MOOCs Integrating high-quality learning resources and social interaction function, to provide students with the goal which is to provide an intelligent, autonomous learning support environment, McAuley(2014). Beránek and Reme pointed out: We should learn more about How students recognize and classify information because it is the master of the students active learning is inseparable, (2012). Therefore, pay attention to students' recognize the characteristics of style and understand the needs of students of different types. The construction of MOOCs courses is very important.

In the research, firstly, the distribution characteristics of college students' cognitive style were analyzed, then the cognitive style of college students was cluster based on the criteria of information perception and information input. The study showed that: information perception way of the college students was obviously sentiment type, and was noticeably visual in the information input mode; On the basis of this analysis, the students' demand of MOOCs online course construction was analyzed; Finally, his paper put forward the basic train of thought of the curriculum construction from four aspects: strengthening construction of multimedia resource library, strengthening the network learning activity design, optimization of learning support service system, and the integration of MOOCs curriculum and traditional classroom, and the paper proposed the construction process of MOOCs according to three stages of prophase, metaphase and anaphase.

MOOCs course construction process. The course construction process of MOOCs based on the characteristics of college students' cognitive style can be divided into three parts according to the early stage, the middle stage and the later stage. The preliminary work is divided into five parts. The main task is to make various plans and prepare materials. In this process, the focus is on the selection of teaching models and the innovation and diversification of online and offline activity design. The mid-term work is divided into four parts. The main tasks are the construction of basic resources and generative resources, the construction of support service systems, and the integration of normal courses. This is a cyclical ascending process, which requires continuous revision and improvement through summary and reflection in the teaching practice process. The main task in the later period is to summarize the materials and promote and apply the model.