

Research on the Teaching Reform of Teacher Training Majors Based on OBE Education Concepts

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Abstract:

With the continuous promotion of China's education reform, higher requirements have been put forward for the profession of teachers, as well as for the development of teaching work and talent cultivation in teacher education majors. The OBE education concept, as an international mainstream teaching concept, has important practical significance for improving teaching concepts and innovating teaching models. It provides a path choice for further promoting teaching reform in teacher education majors and effectively cultivates high-quality and versatile talents that can meet the current needs of education and teaching work.

Keywords:

Concept of OBE Education, Teacher Training Programme, Practice Teaching, Teaching Reforms

1. Introduction

The teacher training programme is an applied discipline aimed at training future teachers, which requires teacher trainees to have not only strong theoretical knowledge of the subject, but also good practical skills in education. However, under the influence of traditional teaching concepts, limited teaching conditions and other factors, the problems of "focusing on teaching rather than practice" and "focusing on theory rather than skills" still widely exist in the teaching of teacher training programmes, resulting in teacher trainees generally possessing solid theoretical knowledge of the subject, but failing to meet the needs of teaching posts in terms of practical skills in education. As a result, teacher trainees generally have more solid theoretical knowledge of subjects, but are unable to meet the needs of teaching positions in terms of practical skills in education[1]. Therefore, taking into account the current changes in the demand for education talents and drawing on the international mainstream concept of OBE education, it is of positive practical significance to actively promote the reform and innovation of the practice teaching of teacher training programmes, so as to simultaneously improve the theoretical knowledge of the subject and the practical skills in education of teacher trainees.

2. Overview of OBE Education Concepts

OBE education concept (Outcome-Based Education, also known as Competence-Based Education) is a kind of outcome-oriented, student-centred, reverse-thinking approach to curriculum construction. This concept was proposed by American scholar Spedding in 1981, and has gained wide attention and application, rapidly becoming the mainstream concept of education reform in the United States, Britain, Canada, Australia, etc.[2] The OBE education concept emphasises the following four questions as the basis for the development of instructional design and organisation of teaching and learning activities, encouraging and guiding students to actively participate in and integrate into the teaching and learning process, and ultimately to achieve good learning outcomes. (1) What learning outcomes do you want to achieve? [2]What kind of learning outcomes do we want to achieve? The learning outcomes proposed by the OBE philosophy mainly refer to the final outcomes that students can achieve after participating in the whole process of learning and practice in the programme. These outcomes include the basic theories and methods mastered by students, and also include the ability and skills of students to apply these theories and methods to solve problems in life practice and to become some abilities and skills in life and work. (2) Why do we want to achieve this kind of learning outcomes?[2] The OBE education concept emphasises on the output orientation, and stresses that every student can become successful, and requires that the majors and curricula set talent cultivation objectives and curriculum teaching and learning in accordance with the social needs and job requirements, set the objectives of talent cultivation and the teaching objectives of the courses. Specifically, it aims to cultivate and improve students' comprehensive quality and comprehensive literacy, with special emphasis on enhancing students' ability to adapt to jobs, and their skills and level of future work and life. The whole teaching work revolves around these objectives and continuously promotes the optimal design of practical teaching and the improvement of the teaching process. (3) How to help students achieve these learning outcomes?[2]The concept of OBE education emphasises student-centredness and highlights the subjectivity and differences of students, which requires the targeted preparation of learning plans and programmes, and the organisation and implementation of a series of practical activities in accordance with the characteristics of the speciality and the curriculum arrangement. Specifically, when the curriculum is set and arranged, a student-applicable approach is adopted to provide each student with suitable learning opportunities and platforms, and to guide students to actively participate in the curriculum practice and learning process, and to ultimately achieve the learning outcomes through step-by-step efforts. (4) How do we know whether students have achieved these learning outcomes?[2] Teaching and learning under the concept of OBE education also requires a staged evaluation and analysis of whether each student has achieved the desired learning outcomes. Specifically, this means that student-centred assessment indicators and grades are formulated for learning outcomes on a personalised basis, taking into account the individual variability and actual situation of different students, and choosing a suitable time to assess whether their learning outcomes have met the expectations. This phased evaluation and analysis of students' learning outcomes provides a basis and reference for the development of the next phase of teaching (teaching design, curriculum arrangement and teaching activities, etc.) in order to accurately understand and grasp the students' learning status and phased learning outcomes, thus improving the effectiveness of course teaching[3]. At the same time, the OBE education concept emphasises continuous improvement,

which requires that the reconstruction of teaching course objectives, the innovation of teaching methods and approaches, and the optimisation and adjustment of assessment and evaluation methods be continuously promoted around the cultivation objectives, so as to ensure that the teaching and learning work is carried out to achieve more satisfactory results.

3. The Significance of the Role of Promoting the Practice Teaching Reform of Teacher Training Based on OBE Education Concepts

3.1. Innovating teaching concepts

With the continuous promotion of China's education reform, it also promotes the implementation of teaching reform and innovation of teacher training programmes, which requires that practical teaching be highlighted in the process of curriculum development and teaching arrangements, and that through a series of practical teaching and activities, teacher trainees be equipped with strong theoretical knowledge of the subject and practical skills in education, in order to better adapt to the needs of the future teaching posts. The teaching ability of normal university students is directly related to the talent cultivation level of normal university students and the overall education quality of Our country[4]. However, judging from the current situation of practice teaching in teacher training programmes, there are still a lot of deficiencies and shortcomings in this aspect in many specialties[5]. For example: some majors do not accurately grasp the positioning of their own disciplines, and obviously do not pay enough attention to practice teaching, with insufficient arrangement of practice courses and substandard practice conditions; professional teachers do not effectively combine theory and practice in their teaching work, and the design and implementation of practice links are not in place; and there are also many majors that lack off-campus training and practice bases for carrying out educational practice, resulting in the cultivation of teacher trainees with poor theoretical application ability and poor educational practice skills. The concept of OBE education emphasises on result-oriented and ability-oriented, stressing students' ability to adapt to jobs and their skills and levels of future work and life as a test of the effectiveness of teaching. Therefore, the effective implementation of OBE education concept in the profession and teachers can enhance the understanding and application of practice teaching, improve teaching links, innovative teaching methods, thus ensuring that the target requirements of practice teaching in teacher education and talent cultivation objectives can be better achieved, and that students can be better adapted to the needs of job work in the future.

3.2. Innovative teaching mode

The traditional teaching mode is often teacher-centred, with classroom lectures as the main method, the teacher's teaching process lacks the consideration of the students' subjectivity and differences, the teaching content is relatively fixed in time, the teaching method is relatively single, and it can't satisfy the diverse needs and learning progress of different students. OBE stresses "student-centred and result-oriented"[10], pays more attention to the initiative of learning and the flexibility of teaching, and is not based on the standard of how much has been taught, but on how much has been learnt, which provides motivation and space for the reform and innovation of practical teaching. Based on the concept of OBE education, teachers can stimulate students' learning initiative and meet the diversity of students' needs by

setting up some colourful and challenging learning tasks and adopting some flexible and interesting teaching links, so as to improve the effectiveness of teaching. For example, through simple project planning, scientific research projects and regular course apprenticeships and other task settings, students are guided to consolidate theoretical knowledge in the process, fully thinking, questioning, research, analysis, etc., to improve the practical ability and teaching ability, comprehensive quality and comprehensive literacy. At the same time, based on the OBE education concept, students can reasonably arrange the progress under the guidance of teachers according to their own reality, choose the appropriate methods, and then step by step to achieve the ultimate goal, in this process provides students with greater opportunities for independent learning, and is also conducive to promoting the transformation and practical application of what students have learnt. In short, under the concept of OBE education, the teaching design and curriculum arrangement puts more emphasis on what the students will know rather than what the teachers have taught, and in the interactive process of diversified teaching by the teachers and active learning by the students, the whole teaching is continuously improved and optimised, which to a certain extent realises the breakthrough and innovation of traditional teaching[8].

4. Paths and Strategies for Teaching Reform of Teacher Training Programmes Based on OBE Education Concepts

4.1. Accurately grasp the requirements of teaching objectives

In accordance with the OBE education concept, and taking into account the characteristics of the teacher education programme, the objectives of talent training and the actual situation of teacher trainees, the teaching objectives of the courses are scientifically formulated and broken down to ensure more desirable teaching effects and learning outcomes. Specifically it is to set and implement the course teaching objectives in accordance with the OBE education concept through the following four aspects: first, it should be clearly focused. According to the characteristics of the curriculum, as well as the final learning outcomes of students, the course teaching objectives are accurately set, followed by a cascading decomposition of the course objectives into milestones. The second is to reverse design. Take the final learning outcomes and milestones as the starting point for organising and carrying out professional practice teaching activities, carry out curriculum planning and design in reverse, provide suitable teaching activities and practical activities, and guide students to gradually achieve the final outcomes and objectives through step-by-step learning and layer-by-layer progression[9]. Thirdly, opportunities should be expanded. When the curriculum is set and arranged, the individual differences of different students should be fully grasped and analysed, and the students' knowledge level, knowledge hierarchy, learning ability and vocational goals should be clarified, on the basis of which suitable materials, contents and teaching methods should be provided, and suitable practice and exercise opportunities should be provided, so as to provide a greater opportunity and platform for each student to reach the learning outcomes. In specific teaching activities, flexible teaching methods can be used, according to the actual situation of the students to moderately adjust the content and methods of teaching, and guide students to independently carry out the "one by one" type of knowledge application and learning to expand, to meet the individual needs of students. Fourth, to raise expectations. Teachers should have an accurate grasp of the basic learning situation of students, but also to students have higher learning expectations, in the layout of the teaching task, you can moderately increase some of

the challenge and difficulty, but need to ensure that students in the efforts to achieve and complete the learning tasks, encourage and guide students in the process of in-depth learning, bold thinking, questioning, research, analysis, so as to promote the students more successful learning, so as to grasp the knowledge in greater depth, so that the students can learn. learning, so as to grasp knowledge, consolidate it and apply it in greater depth, and to improve students' all-round abilities and literacy.

4.2. Scientific planning and design of practical activities

Based on the requirements of the teaching objectives, scientific planning and design of practical activities is required, and all the teaching work should be carried out around the realisation of the final learning outcomes, and the courses offered and the teaching content provided should contribute to the enhancement of the students' abilities, so as to ensure that the students are able to achieve the expected learning outcomes after completing all the course teaching and practical learning. The teaching activities of teacher training programmes should be carried out in such a way as to achieve effective unification of theory and practice, attaching importance to the teaching of some basic and specialised courses as well as providing opportunities for students to demonstrate their achievements and practice, improve their teaching practice skills, enhance their job working ability and adaptability, and improve their vocational competence and qualities. The profession should provide resources and create a favourable environment for the development of practical teaching work, create a more open curriculum, pay attention to the scientific and reasonable use of diversified teaching methods such as discovery teaching, inquiry teaching, task-driven teaching, situational simulation teaching, etc., and actively promote the development of practical teaching work such as experimental teaching, course apprenticeships, scientific research training, professional skills training, educational internships, etc., and guide the students in this process of discovery, inquiry, simulation, practice, learning knowledge and summing up experience, and internal and externalisation of the learned knowledge to meet the needs of practical work, so as to apply what they have learnt in the future work process. When planning and designing the curriculum, it is possible to implement stratified, stage-by-stage teaching and personalised teaching, implement targeted teaching based on the actual situation and target requirements of each student, and build a three-dimensional practical teaching system to better achieve the teaching goals and achieve good results.[9]

4.3. Do a good job of assessment and evaluation and summary analysis

In the whole teaching process also need to implement a good assessment and evaluation and summary analysis work, the use of multiple and gradient evaluation criteria, in order to achieve a comprehensive analysis of the whole teaching activities, practice teaching results, and then each student learning learning situation and learning status have a comprehensive grasp and cognition, need to pay attention to is the evaluation process does not emphasize the comparison between the students horizontally, but rather to guide the students to constantly with the previous longitudinal Comparison, prompting students to make gradual progress, and ultimately achieve the desired results. When assessing and evaluating the teaching work and students' learning, it is also necessary to respect the individual differences of students, formulate personalised assessment grades and indicators according to the actual situation of different students, and choose the appropriate time for assessment to ensure the accuracy and effectiveness of the evaluation results, so as to facilitate the

teachers to accurately grasp the learning status of the students and their learning achievements in stages, and on this basis to achieve the adjustment and optimisation of the teaching design and the teaching curriculum. Students also need to continuously adjust and optimise their learning content, learning methods and approaches in the assessment and evaluation, so as to gradually achieve the teaching goals. Students also need to adjust and optimise their learning contents, learning methods and methods in the assessment and evaluation, so as to gradually achieve the teaching objectives. Not only do we need to do a good job of evaluating the knowledge level, but we also need to systematically evaluate the performance of the practical activities and the level of various competencies, so as to provide suitable teaching contents at each stage and do a good job of evaluating the learning after the completion of the stage, and finally achieve the peak results. At the same time, teachers should continuously improve their quality assurance system in terms of educational results and effects, strengthen the closed-loop assessment of teachers and students, and provide teachers and schools with a basis for improvement[10].

5. Conclusions

The continuous promotion of education reform has put forward higher requirements for teachers, and teacher training colleges need to continuously adjust the mode of personnel training and promote the development and implementation of teaching reform. OBE education concept is an advanced teaching concept, which requires a more accurate grasp of the teaching and promoting the optimisation and improvement of teaching, innovating the teaching methods, adjusting and optimising the teaching process, and perfecting the assessment and evaluation of teaching.

Conflicts of Interest

The author declare that there is no conflict of interest regarding the publication of this article.

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