

Based on the Concept of OBE Higher Vocational Colleges Personnel Training Model Research

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Abstract:

In the context of today social development, the vocational education has provided strong human and intellectual support for the economic and social development of our country, and the framework of a modern vocational education system has been fully established, the service economy and the social development ability and the social attraction are continuously strengthened, has had the basic realization modernization many advantageous conditions and the good work foundation. The key to the development of higher vocational colleges lies in the advantages and disadvantages of the talent training mode, and the complete training mode can promote the high-quality development of vocational education. Based on the analysis of the present situation of the talent training mode in higher vocational colleges in our country, this paper carries out the native reform of the Overseas OBE education idea, adopts the reverse course system construction, and takes the students as the education guidance, it emphasizes research-based teaching rather than inculcation-based teaching to form a set of personnel training mode that can adapt to the development of higher vocational colleges in our country.

Keywords:

OBE Concept, Higher Vocational Colleges, Talent Training Mode

1. Analysis of the Current Situation of the Talent Training Mode in Higher Vocational Colleges

1.1. The development orientation of monoculture

Vocational schools in our country are showing a trend towards the popularization of education and the diversification of talents. The fundamental task of the vocational education is to cultivate talents, therefore, the goal of talent training in vocational colleges always revolves around “What kind of skilled personnel to train” and “How to train skilled personnel.” [1,2] Not only master a professional skills, but also the shaping of the spirit, the formation of personality, ability to enhance. Under the

situation of severe employment environment, the orientation of talent training target of vocational colleges in our country tends to be empty, the unrealistic talent training target neglects the needs of the society and is difficult to realize, service-oriented out of industry needs, leading to talent training and social needs out of touch. All these problems reflect the contradiction between the unitary development orientation of vocational education in our country and the diversified demand of social talents, so we should accurately grasp the orientation of talents training goal, and accord with the reality of the development of society and human beings, improve the quality of personnel training.

1.2. Shortage of teachers and lack of training facilities

Higher vocational colleges pay attention to the training of skilled personnel, focusing on improving the practical ability of students. In the teaching process of professional courses, [3] a series of teaching activities are carried out depending on the training equipment. Due to the imperfection of the training facilities, the training needs of students can not be met, and the skills training of students can not be carried out normally, practice ability can not be effectively promoted, the initiative of self-directed learning decreased. The total number of teachers is insufficient and the problem of structural shortage of staff is obvious, the teacher strength is insufficient, the training speed can not keep up with the demand, thus causes the teacher-student ratio to reduce, the teacher's workload increases, the teaching effect is poor. At the same time, there is a shortage of "Double-qualified" teachers in the vocational education field, which can not provide strong support for the cultivation of talents with improved technical skills.

1.3. The imbalance between professional curriculum and market demand

Higher vocational colleges belong to the level of higher education, to train skilled personnel as the goal of a series of education and teaching work. "Can be used for degree, practical-oriented" as the education-oriented, on the basis of vocational education to cultivate college knowledge literacy, but also a certain degree of professional practice ability of skilled personnel. However, due to the over-reliance on university diploma, which affects the independent development level of higher vocational colleges, [4] the curriculum construction of some characteristic majors deviates from the actual demand, as a result, some students do not meet the selection criteria of skilled personnel for professional posts, and are unable to become professional personnel needed by enterprises. Eventually, they turn to other industries, thus diluting the professional knowledge they learned in school, expend a great deal of energy and money.

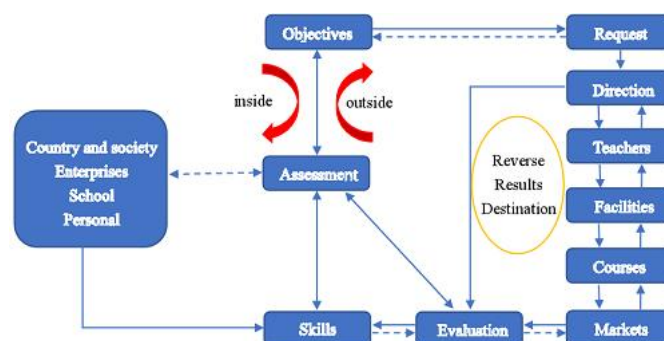


Figure 1. Analysis of talent training mode in vocational colleges.

Therefore, higher vocational colleges should keep in line with the market in the training goal, and the specialty setting should be in line with the school-running characteristics, social development and industrial structure, and grasp the standard of talent demand in the market flexibly and accurately, as shown in Figure 1.

2. The Connotation of OBE Educational Training Mode

The concept of OBE education is a series of educational and teaching activities oriented around the production of students. The educational promoters should make a structural and systematic assessment of the future professional competence and technical level of the educated, then, based on the results of the evaluation, the corresponding educational standards are formulated and the educational structure is optimized to ensure that the educated achieve the goals and guidelines of the evaluation. In the traditional education, the teaching mode which is mainly driven by curriculum or teacher is transformed into the reverse teaching mode which is mainly produced by students.

2.1. The transformation of OBE educational concept to traditional teaching paradigm

The traditional teaching paradigm is based on Johann Friedrich Herbart's "Three-centered" theory, namely, textbook-centered, teacher-centered and classroom-centered, which is characterized by Taylor's principle as curriculum theory, by means of systematic teaching, we pursue technical rationality, inherit and reproduce knowledge, and emphasize the standardization of external programs for teaching and learning. In the traditional teaching paradigm, teachers always play a leading role in education and teaching, taking textbooks as the blueprint for educators, the ultimate goal is to teach textbook knowledge to the educated. In the process of teaching, the traditional teaching paradigm mainly adopts the method of indoctrination teaching, and the education communicator teaches according to the invariable mode, which ignores the subject feeling of the educatee and can only passively accept the content of the book, this is a single vertical linear teaching process. As for the OBE teaching paradigm, it emphasizes the subject status of the Educatee in the teaching process, neglects the subjective feelings of the educatee, a series of teaching activities were carried out and the results were evaluated systematically. Therefore, there is a great difference between the traditional teaching paradigm and the OBE teaching concept, and the production of students as a teaching paradigm has a more driving effect.

2.2. The output-oriented education mode renewal of OBE education idea

The OBE education model is oriented by "Student-output-improvement-student", which forms a spiral development trend, and the core of education is to stimulate students' learning motivation, the educational output and outcome indicators are used as the evaluation criteria, and the students can eventually adapt to the special work of enterprises or have professional competence as the outcome of the educational model. The output-oriented educational model of OBE educational concept is constantly updated. In the process of curriculum setting, the output results and skill requirements are integrated into curriculum teaching, and will structure output and social development, education level, engineering innovation to improve continuously. To some extent, the results of oriented education model strengthen students' subject rights, train students' innovative thinking ability and develop teachers' professional level. The transformation of OBE education mode will form two-way communication between

teachers and students so that students can meet the needs of society in time and effectively.

2.3. Results-oriented teaching evaluation and reverse curriculum design

OBE is an educational concept that focuses on learning outcomes. In OBE, students' learning process and learning outcomes are the focus, and teachers' task is to help students achieve their learning goals and evaluate their learning outcomes. Therefore, the core of OBE education concept is to focus on the learning achievement, which not only pays attention to knowledge, but also pays attention to the training of skills and attitudes. The learning process of students is organized into a series of tasks and activities, which are closely related to the goals to be achieved by students. Students can complete these tasks and activities according to their own schedule and interests, and teachers provide guidance and support accordingly. In the concept of OBE education, the teacher's role is to become the student's coach and mentor. Teachers are no longer the sole source of imparting knowledge, but the means and skills to help students discover and master it. Teachers can also help students identify their strengths and weaknesses and develop personalized learning plans that suit them.

Since OBE education focuses on learning outcomes, teachers need to evaluate students' learning outcomes at all times. Assessment is not only to check the students' mastery of knowledge points, but also to consider the students' skills and attitudes. The results of the assessment can help students understand their own learning performance, and also provide teachers with the basis for improving teaching strategies. Through the reverse course design, this paper clarifies the “End-oriented” concept of student learning achievement assessment, and analyzes the closed-loop and intermediate links of the transparent assessment framework, the integration of the “Start-to-end” concept-related curriculum design framework, so that teachers can broaden the teaching ideas and horizons, the future development of students is of great significance. Therefore, the OBE education concept is a very advanced education concept, very suitable for the 21st century learning methods. OBE provides students with a broader learning space and a more free way to learn, to help them better achieve their learning goals. In the future education and teaching, the concept of OBE education has a broad application prospects, as shown in Figure 2.

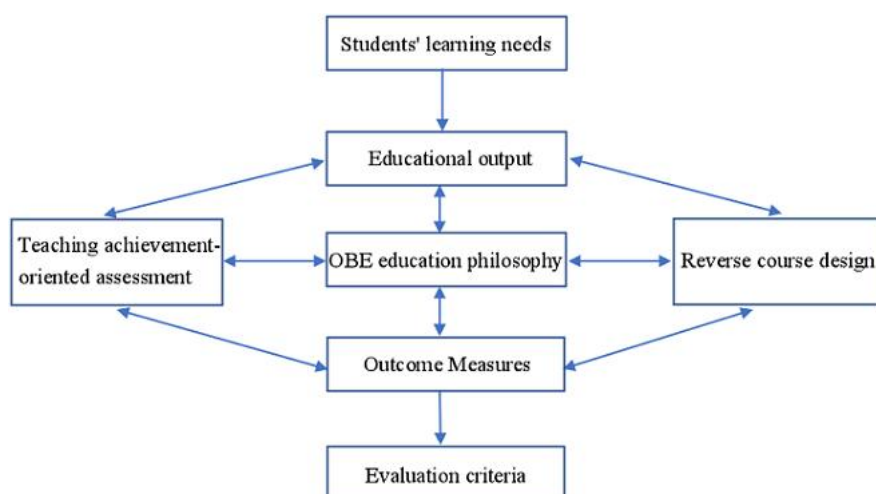


Figure 2. the design flow and relation diagram of OBE education and training model.

3. The Exploration of Talent Training Mode in Higher Vocational Colleges Under the Concept of OBE Education

3.1. The construction of specialty cluster is connected with the development of industrial cluster

The key to running the vocational education well lies in the integration of industry and education, to enhance the compatibility between the professional structure and the industrial layout of the vocational colleges, to further enhance the adaptability of vocational education, and to raise the level of training skilled personnel. To accelerate the construction of a modern service system for vocational education, to serve the country and regional economic and social development-oriented, [5] to train skilled personnel as the focus, and to improve the dynamic adjustment mechanism of professional development in vocational colleges, to promote the teaching process and enterprise production process docking, and strive to meet the different needs of different business types of technical and technical talents. According to the needs of the development of key industrial clusters, vocational colleges promote the construction of vocational education professional clusters to meet the needs of the development of industrial clusters. To build a model industry-education integration training base, to explore innovative operation model of training base, to maximize the efficiency of vocational education resources, to integrate the development of vocational colleges and enterprises, thus, the development of professional clusters and industrial clusters to achieve an effective docking.

3.2. Multi-dimensional integration of industry and education personnel training system

Focusing on the needs of transformation and upgrading construction, this paper puts forward a multi-dimensional education model of “Double-innovation enlightenment, double-innovation promotion, double-innovation strengthening, double-innovation practice”, through the implementation of the education system of specialized innovation and integration of minor subjects, the integration of ideas and creativity, automation and intelligence, and the integration of specialty and industry have been realized, to form a multi-dimensional integration of industry and education personnel training system. The higher vocational colleges should establish a multi-dimensional talents training system of integration of industry and education, [6] relying on the establishment of “Innovative experimental area of professional talents training mode and innovative entrepreneurship education pilot specialty”, we should reshape the path of creative integration from multi-dimensions, take the high-quality curriculum and Project Drive as the carrier, widen the educational channel, deeply integrate the innovative and pioneering education and professional education, and create an integrated talent training system.

3.3. Innovation and entrepreneurship education and professional courses organic integration

The higher vocational colleges should integrate the innovation and entrepreneurship education into the personnel training system, integrate the innovation and entrepreneurship education with the professional education, link the teaching content with the professional standards, and perfect the setting standards of the vocational colleges, we will continue to standardize the construction of curriculum standards, teaching standards, practice standards and training conditions to promote high-quality

employment of vocational college students. The combination of the two is beneficial to the construction of the system of quality evaluation and supervision and evaluation of vocational education, and to the expansion of the channel of the continuous growth of vocational skilled personnel. To regularly carry out project course study, set up and use guidance, and professional module training for the educated in vocational colleges, according to the practical ability and professional level of students to enter the corresponding innovation practice platform incubator. Therefore, innovation and entrepreneurship education should be integrated into professional courses in higher vocational colleges, and try to achieve the organic integration of innovation and entrepreneurship education and professional courses. [7]

3.4. The combination of evaluation standard and information management

As to the training mode of skilled talents in vocational colleges, we should carry out the evaluation standards of teaching quality by using for reference the various channels such as the skills competition, [8] including curriculum teaching, innovation, management system and other aspects of comprehensive evaluation. According to the evaluation standard of teaching quality, the educatee, the educator and the enterprise should participate in the evaluation, form a multi-dimensional evaluation system of “Goal, process, result, perfection, etc.”, and implement different standards for different types of projects, the dynamic evaluation was carried out from the aspects of achievement degree of training goal, formation process and state, project result and so on. The evaluation system monitors the course teaching in real time, continuously perfects the project results, digitizes and informationizes the teaching results such as books, patents, scientific research papers, educational and teaching videos, etc., constantly improve the information technology development management platform, the teaching process and project results management, extend the project life cycle, and the ability of students to develop real-time online management, as shown in Figure 3.

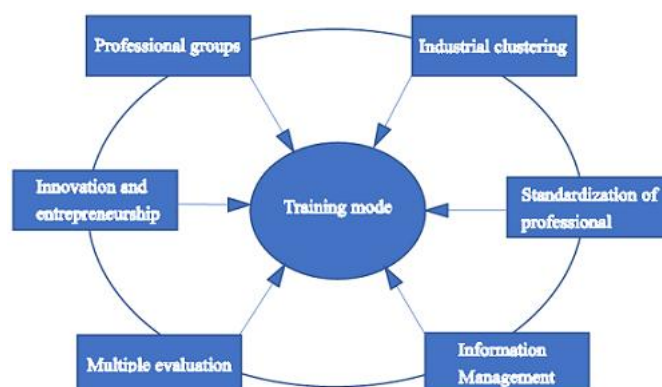


Figure 3. The path of talent training mode in higher vocational colleges.

4. Conclusions

The cultivation of talents in higher vocational colleges has changed from the cultivation of single practical skills to the cultivation of all-round development of talents, make sure they have the knowledge and skills they need. At the same time, the teacher also needs according to the student's different demand, formulates the personalized teaching plan, helps the student to better understand and grasps the knowledge. The idea of OBE education, which emphasizes the achievement of students' learning achievement and goal realization, can fit the basic function of higher vocational colleges, and provide strong system support for the future

development of higher vocational colleges. In teaching, we should pay attention to the training of students' practical ability, [9] problem-solving ability and creative thinking, etc, to promote the overall quality of students and improve the ability of practical application, so that students learning more meaningful and effective.

In a word, the OBE education idea is one of the important ways to train talents in higher vocational colleges. In this way, higher vocational colleges can better promote students' self-reflection and self-development, make students have more clear learning goals and expected results, and strengthen students' practical ability and comprehensive quality, to establish a student-centered education system, focusing on the teaching process of self-learning and self-reflection of students. At the same time, higher vocational colleges are also constantly optimizing the evaluation mechanism to achieve an all-round evaluation and feedback of students' learning results, so as to improve students' comprehensive ability and practical ability, it lays a good foundation for the students' success and career development.

Conflicts of Interest

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

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