



Exploration of Cultivating the Abilities of Normal University Students under the Background of OBE Concept

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Abstract: In today's field of education, The Outcome Based Education (OBE) concept, as an educational model that focuses on cultivating students' practical abilities and achieving goals, has received much attention. For teacher trainees, The introduction of the OBE concept not only requires them to have solid subject knowledge, but also needs to cultivate their practical skills such as teaching design and evaluation abilities to adapt to the constantly changing educational environment.

Keywords: OBE concept; Normal students; Ability development

As future educators, the cultivation of teacher trainees' abilities is not only related to individual development, but also to the improvement of the entire education system. The OBE concept aims to cultivate the abilities of teacher trainees by setting clear learning goals and evaluation criteria, helping them to develop comprehensively, unleash their personal potential, and better serve students and society.

1. Analysis of the connotation of the research on cultivating the abilities of normal university students based on the OBE concept

(1) Analysis of the connotation of OBE concept

OBE. Including ability oriented education, goal oriented education, or demand oriented education, the full name is outcome based education. This concept was proposed by Spady et al. in 1981 and has become the mainstream concept of education reform in countries such as the United States, the United Kingdom, and Canada. It has only been in recent decades that foreign countries have begun to conduct systematic research on it. Suskie conducts in-depth research on learning outcomes from the aspects of preparation before evaluating learning outcomes, conditions and requirements for selecting evaluation tools, standards and results for evaluating learning outcomes. On the domestic side, Cheng Tiantian analyzed the construction path of the teaching guarantee system from the perspective of OBE, and through extensive research and summary, grasped the operation of the existing undergraduate teaching quality guarantee system and analyzed the existing problems. Yang Yigang et al. analyzed the impact of OBE model education on cultivating innovative talents in universities from the perspective of enterprises. Chen Xiaoqian et al. analyzed the impact and relationship of the OBE model on the cultivation of high comprehensive quality students in universities from the perspective of the student evaluation system. OBE (Outcome Based Education) refers to the goal of instructional design and implementation, which is the learning outcomes that students ultimately achieve through the educational process. Under the OBE concept, the cultivation of teacher training students' abilities should pay attention to four aspects, namely "what learning outcomes do we want students to achieve? Why do we want students to achieve such learning outcomes? How can we effectively help students achieve these learning outcomes? How can we know that students have already achieved these learning outcomes?"

(2) Analysis of the connotation of cultivating the abilities of teacher trainees

Regarding the core competencies of teacher trainees, Zhang Jianqiao believes that the cultivation of student core competencies should be addressed from four aspects: teaching essence, teaching content, teaching methods, and teaching evaluation. Meng Yanping proposed that the professional core competencies of teacher trainees include "comprehensive subject literacy, educational skills, professional ethics, etc.". Regarding teaching ability, based on the characteristics of teaching presupposition and generation, Yang Aijun believes that teaching ability mainly includes teaching design ability, teaching implementation ability, and teaching reflection ability. With the help of Delphi expert consultation method, Liu Peng divided teaching ability into research and development teaching ability, carrying out teaching activities ability, and focusing on the influence of teaching ability. Regarding curriculum reform, Yue Gangde conducted in-depth research on the century old

history of teacher education curriculum in China, summarizing and reflecting on four aspects: the discourse transition from teacher education to teacher education, the value orientation of teacher education curriculum goals, questioning the rationality of curriculum structure, and the separation of curriculum content and teaching practice. Based on the OBE concept, the cultivation of the abilities of teacher trainees is guided by output results to enhance their abilities. Starting from the aspects of output oriented standards, talent cultivation models, curriculum system construction, and comprehensive evaluation mechanisms, it aims to cultivate educators with noble moral qualities, sound legal concepts, firm educational beliefs, solid professional knowledge and reasonable knowledge structure, excellent educational and teaching skills and abilities, strong innovative abilities, and a love for students.

2.Reform Practice: A Path for Cultivating the Abilities of Teacher Education Students Based on OBE Concept

(1) Understand the OBE concept

The OBE philosophy emphasizes student-centered learning outcomes rather than teaching activities or course content. This means that the goals of education should clearly reflect the knowledge, skills, and attitudes that students should master. In the cultivation of teacher trainees, this requires a clear definition of the abilities and qualities that excellent teachers should possess, and making them the training objectives.

(2)Set clear training objectives

Based on the OBE concept, setting clear training goals is the primary task of cultivating the abilities of teacher trainees. These goals should comprehensively reflect the role and responsibilities of teachers, including teaching design ability, classroom management ability, teaching evaluation ability, professional development ability, and other aspects. At the same time, these goals should also have a hierarchical structure, divided into two levels: basic abilities and developmental abilities, in order to better guide the training process.

(3)Building a curriculum system that conforms to the OBE concept

In terms of curriculum design, a curriculum system that conforms to the OBE concept should be constructed based on the set training objectives. This includes designing courses with clear objectives, determining teaching methods and evaluation methods, and integrating course content with students' actual needs and career development directions. At the same time, attention should also be paid to the integration of interdisciplinary and cross disciplinary approaches, in order to cultivate students' comprehensive literacy and innovative abilities.

(4)Strengthen the practical teaching process

The OBE concept emphasizes the learning outcomes of students, so the design of practical teaching is particularly important. Normal students need to combine theoretical knowledge with practical teaching through practical activities to cultivate practical operational and problem-solving abilities. The practical teaching process can include teaching internships, off campus practice, teaching case analysis, etc., to ensure that students can truly master the knowledge they have learned and can flexibly apply it to teaching practice.

(5) Continuous improvement and refinement

The cultivation of the abilities of teacher trainees based on the OBE concept is a continuous process of improvement and refinement. Educational institutions should continuously collect and analyze data on training effectiveness, adjust and optimize training plans in a timely manner, ensure the close integration of training objectives with teaching practice, and cultivate excellent teachers who better meet social needs.

(6) Example analysis of curriculum system reform based on OBE concept

The reform of general education curriculum under the OBE concept. The school fully implements a credit based teaching management model and encourages teachers to offer elective courses in general education. The curriculum system of general education, designed

as a whole by the school, should have a certain degree of interdisciplinary nature, with moderate depth and breadth of knowledge, which is conducive to the optimization of students' knowledge system and the cultivation of innovative thinking. At the same time, it is also an effective supplement to students' cross disciplinary knowledge learning. Overall, specific reforms have been made in terms of course categories, course offerings, course management, course quality monitoring, and credit assessment. In addition, Under the OBE concept, the school has transformed its educational and teaching concepts, leading various colleges to build online open courses and high-quality resource courses, and leveraging the disciplinary and technical advantages of secondary colleges. Encourage cross college and cross professional collaborative innovation, jointly build high-level and high-quality courses to meet the needs of different teaching groups.

(7) Reform evaluation methods

To ensure the central position of teaching work, the school will make efforts from five aspects: leadership attention, institutional norms, funding support, scientific research promotion, and management services, to put the central position of teaching work into practice. Reform evaluation methods and build a diversified teaching quality assurance and evaluation system. Establish a teaching quality management organization, improve the quality assurance system, formulate quality control standards, standardize quality assurance work procedures, and improve the assessment and evaluation mechanism. Implement full process quality monitoring, guidance, assessment, and evaluation of talent cultivation work. Adopting a combination of qualitative and quantitative evaluation methods, forming a closed-loop evaluation mechanism of teaching, learning, diagnosis, and improvement.

Conclusion: Through the OBE concept of cultivating the abilities of teacher trainees, we can expect future educators to have more comprehensive abilities and qualities, better adapt to and lead educational changes, and contribute to building a better future of education. This outcome based education model will bring new opportunities and challenges to the professional development of teacher trainees and the improvement of the quality of education and teaching.

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