

Research on the Development Strategy of College Physical Education Reform Based on OBE Concept

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Abstract

Physical education (PE) is a powerful weapon to cultivate a sound personality and an important means to promote university students' physical health. At present, the continuous decline of university students' physique has aroused people's attention to curriculum reform. OBE designs the instructional process with the instructional goal as the guide, and achieves the established goal through process design, which embodies a thinking mode of reverse design. In order to further improve the teaching quality of PE courses, this article studies the instructional reform of PE class in universities under the OBE concept. Firstly, this article summarizes the OBE concept and curriculum design principle, points out the universal problems faced by PE teaching objectives, and discusses the reform and development strategies of PE teaching in universities based on the OBE concept. The reform strategy has changed from subject-oriented to goal-oriented, from teacher-centered to student-centered, and from quality control to continuous improvement. This is of great significance to improve the quality of PE in universities. At the same time, it is expected to provide reference for the reform and design of the results-oriented university PE curriculum.

Keywords

OBE concept; Physical education; Reform in education.

1. Introduction

OBE is the result-oriented education, which is different from the input education that emphasizes the process. This concept emphasizes the results of education, and holds that students' "what to learn" and "whether to learn successfully" are more important than when and how to learn [1]. Including student-centered, results-oriented and continuous improvement. Results-oriented education can measure what students can do, rather than what students know. The former can't be done by traditional education. After decades of development, the concept of OBE has gradually become the basic criterion of higher education requirements [2]. From a practical point of view, OBE pays attention to educational output, and seriously explores what kind of ability students should acquire after receiving education and what kind of training they can do, so OBE places great emphasis on educational activities, educational processes and curriculum design [3]. In recent years, China is carrying out a comprehensive reform of modern education. In this process, in addition to rectifying the existing drawbacks of the education industry, it is more about reforming teaching models and teaching strategies to help students develop more comprehensively [4]. To apply OBE teaching mode to teaching, teachers should first make clear what is the ultimate goal of students' learning [5]. Then the course is designed, taught and evaluated closely around these ultimate instructional goals. Finally, the progress and improvement of students are summarized, analyzed and reflected.

The mission of school PE is to realize the people's yearning and pursuit for a better life. School PE is the strategic meeting point of a strong country in sports and education, and it is the specific

way and grasp to implement the dream of a strong country [6]. At present, more and more attention has been paid to PE in universities, and achievements in PE teaching and research have emerged one after another. How to effectively improve the teaching quality of PE courses has become a key research topic for university PE teachers [7]. Taking PE teaching in universities as an example, the curriculum, teaching ideas and training mode of OBE concept can promote the reform process of PE teaching in universities. The OBE teaching concept is infiltrated into PE teaching, and the instructional process is designed scientifically, so that students can improve their abilities in an all-round way in the learning process [8]. At the same time, teachers should combine the actual situation and the different needs of students, formulate reasonable teaching objectives and teaching methods, and better infiltrate the OBE teaching concept into PE, which will invisibly affect students and help them develop in an all-round way. This article summarizes the concept of OBE and the principle of curriculum design, points out the universal problems faced by PE teaching objectives, and probes into the reform and development strategies of PE teaching in universities based on the concept of OBE. This is of great significance to improve the quality of PE in universities.

2. OBE Concept and Curriculum Design Principle

2.1. Basic concept and important characteristics of OBE

In the long-term development process, the OBE concept has established three core elements, one is student-centered, the other is student-oriented and the third is focusing on continuous improvement [9]. The core content of OBE education concept is how to achieve the goal of talent training, emphasizing the effect or result of talent training, attaching importance to the process and means of talent training, demanding "obtaining substantial successful experience" or "realizing students' specific learning results", and demanding scientific organization of various components and teaching links of the teaching system. OBE means clear focus. In an education system, everything in the education system is organized around the elements that can make all students more successful at the end of their learning experience. This concept puts forward four basic principles that contribute to success: clear focus, expanding opportunities, high expectations and reverse design. OBE teaching philosophy is based on expected results, reasonably arranges teaching, and emphasizes learning results, so that students can gain knowledge and ability improvement in teaching [10]. In the aspect of student-centered, it is required that all education and teaching activities should be closely around students and fully consider their growth needs.

Assuming that all students can learn and succeed, students clearly know their goals from the beginning, and design the path to achieve results with the teacher around a clear focus to ensure that the expected results can be achieved at the end of the education process. The results mentioned here are the final learning results of students and the greatest ability that students can achieve after learning at a certain stage. The result is not the accumulation or average of previous learning results, but the final result obtained by students after completing all the learning processes. It is not only the mastery and understanding of knowledge, but also an improvement of internalization ability after long-term accumulation and precipitation, which is the feeling and sentiment of students' hearts. This learning mode enables students to learn more about what they have learned. When setting educational goals, educators must take into account the final level that students should obtain in the whole learning stage, so as to formulate a reasonable structure to achieve the expected goals. The OBE concept recognizes that students have different learning efficiency and ways, and allows students to achieve success not on the same day and in the same way. Students take more responsibility for their own learning, and teachers become students' learning guides and collaborators in the process of students' achievement goals, guiding and helping students to learn more successfully and achieve the

expected results. Therefore, carrying out the instructional reform in PE class under the guidance of OBE concept is conducive to developing student-centered PE, creating high-quality PE courses and improving the teaching quality in PE class.

2.2. Curriculum design based on OBE concept

OBE teaching philosophy generally arranges teaching methods, teaching contents and teaching time scientifically according to the expected results, that is, it focuses on the reverse design of teaching with learning output as the center, emphasizes learning results and pays attention to the "export standard" of learning [11]. It emphasizes that students have clear goals and expected performance from the beginning of PE learning, students know the expected learning connotation, and teachers know more about how to assist students in learning. Therefore, students can gradually achieve their goals according to their own learning experience, learning style and learning progress, and all students have the opportunity to succeed. Therefore, OBE teaching mode is based on students' needs, respecting individual students and teaching students in accordance with their aptitude, so as to maximize the ability of each student on their own basis and achieve learning goals efficiently. Constructing a continuous improvement system based on OBE concept can effectively guarantee the implementation of PE curriculum teaching in universities and the cultivation of innovative talents. Figure 1 shows the idea of instructional reform of PE courses in universities based on OBE.

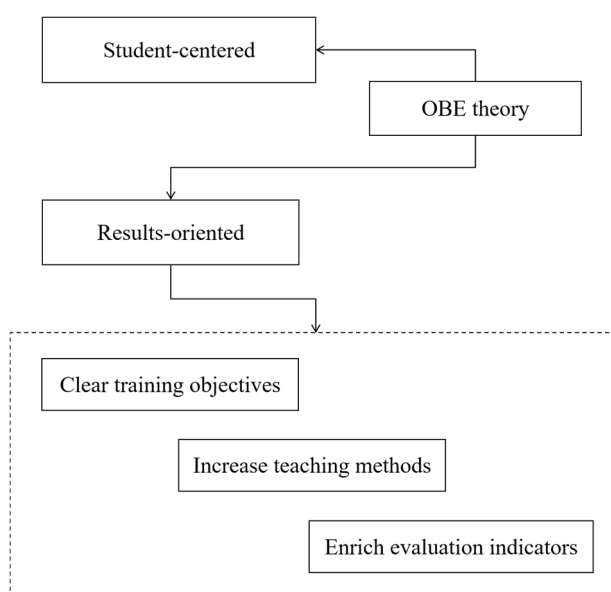


Figure 1. Teaching reform of university PE course based on OBE

The course design based on OBE concept must first specify the expected results to be achieved by students at the end of the course; Secondly, reverse design of learning activities around the core content of expected results is helpful to realize these results; Finally, through learning evaluation, we can know whether or to what extent students have achieved these achievements. This kind of learning achievement is accumulated by long-term practice, including the ability to apply skills to practice and the psychological, emotional and values factors involved. The results should take into account students' own needs and practicality, but also the learning process rather than just the final results. The idea of OBE is integrated into PE in universities, so that students can become the leaders and explorers in the classroom, and tap the students' interest in learning. Students can give full play to their subjective initiative to go deep into problems and divergent thinking. As the main body of the classroom, they can have a good interaction with teachers, which is conducive to cultivating students' habit of autonomous learning. Reverse

design and forward construction are the biggest characteristics of curriculum design based on OBE concept. Regardless of the reverse design or the positive implementation, it is important to match the expected results, learning activities and learning evaluation to ensure the smooth realization of the expected results. The OBE concept attaches importance to students' learning results in stages, and requires that students' learning results be put in the first place. PE teaching in universities based on OBE concept emphasizes the implementation of the concept of continuous improvement, and constantly improves the quality of PE teaching in continuous improvement. In university PE courses, the application of OBE concept will play an important role in students' learning.

3. Universal Problems Faced by PE Teaching Objectives

(1) PE teaching objectives must be adapted to the school's talent training objectives. At present, the PE department has not really made a good summary of the PE teaching objectives of the department, and most of them take the overall goal of PE as the goal of the department, lacking personalized discussion, which is not suitable for the training objectives of the school. (2) Traditional PE curriculum pays more attention to the cultivation of physical skills, but ignores the importance of PE theory teaching. This leads to unscientific division of theoretical and practical hours and contents, and generally focuses on practical teaching mode. (3) Old teaching methods have affected the quality of personnel training. Part of the teaching mode of PE teachers is mainly indoctrination. According to the teaching syllabus and teaching routine that have been used for many years, teachers mechanically teach students the prescribed routines and movements, and students become passive recipients. This makes students have few opportunities for autonomous learning, which is not conducive to the cultivation of students' various abilities. (4) The effect of students' PE learning is not to cope with the physical examination, but to support the cultivation of talents. Because it is difficult to evaluate the learning effect, especially the continuity of the effect after graduation, few people study it deeply. Generally speaking, the continuity of the PE learning effect is not good. (5) The traditional evaluation method of PE curriculum is relatively simple, and generally only teachers evaluate students according to their mastery of PE skills. Therefore, there are great disadvantages, and innovation and reform are urgently needed.

4. Reform and Development Strategy of PE In Universities Based on OBE Concept

4.1. Defining teaching objectives based on OBE concept

The focus of school PE reform is to pay attention to what students have learned, rather than what students have learned, what courses teachers have taught, and what teaching activities schools have organized. OBE concept emphasizes starting from the results and paying attention to the ability and quality that students should have after completing this course, so it can help to clarify the teaching objectives of PE courses in universities with the help of OBE concept. This goal not only needs to help students improve their sports skills, but also needs to help students form a correct awareness of sports learning and develop good sports habits, so that their overall quality can be significantly improved. The structure of PE class in universities should first consider transforming the expected goal into the final expected learning achievement, and decomposing the final expected learning achievement into the expected results of each semester. The expected results of the semester are implemented in the micro-level of a number of specific project courses included in each semester, that is, no matter what project courses are chosen, the requirements of the expected results of the semester can be ensured. Scientifically set short-term, medium-term and long-term goals, analyze the knowledge,

abilities and corresponding physical qualities needed to achieve these goals, and determine the standards of observable test results, including sports skills, sports psychology and theoretical knowledge, so as to better guide the whole PE curriculum. The PE department needs to reconstruct and clarify the PE teaching tasks according to the requirements of the school's talent training objectives, focusing on clarifying the ultimate goal of PE teaching.

4.2. Improving teaching mode and teaching method based on OBE concept

Under the OBE teaching mode, schools and teachers should pay full attention to the role of PE classroom, and can turn indoctrination classroom into dialogue classroom and realize the reverse classroom. Under the OBE concept, we should improve the teaching mode and teaching method according to the teaching objectives, increase the theoretical teaching form, and advocate the teaching method of connecting school PE with social PE, so that students can still persist in physical exercise after learning PE courses. In this article, the traditional PE teaching model is reformed according to the OBE concept, and a new PE curriculum teaching model based on the OBE concept is constructed. As shown in Figure 2.

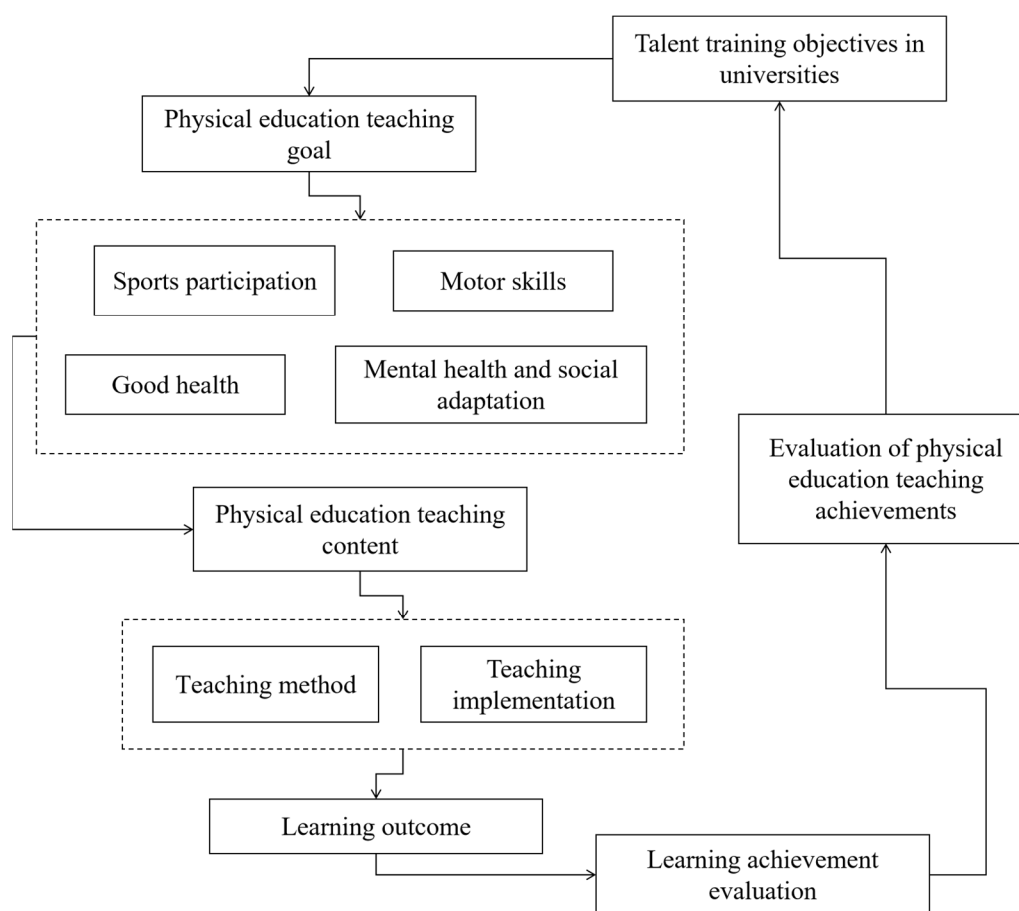


Figure 2. Teaching mode of PE course based on OBE concept

The content of PE teaching should also keep pace with the times in combination with the characteristics of students, and constantly try to combine various sports to expand the vertical and horizontal fields of PE class. In addition, under the OBE concept, it is necessary to design the teaching content of PE class scientifically based on the goal. Only when teachers understand students' interests can they reasonably choose teaching content and comprehensively optimize classroom teaching. PE teachers should raise their expectations for students' PE learning and formulate challenging sports action standards to encourage students to study in depth and promote more successful learning. At the same time, PE teachers should use diversified

teaching methods when making plans, and keep pace with the times to integrate traditional teaching methods into new teaching methods, such as massive open online course, micro-lessons, flipping classrooms and so on.

4.3. Innovative evaluation method based on OBE concept

Reasonable evaluation mechanism is an effective guarantee for the continuous advancement of instructional reform. The traditional evaluation determines the whole life, but ignores the evaluation of instructional process and results. Based on the evaluation system of PE curriculum in OBE mode, the evaluation content should be comprehensively evaluated by combining theoretical knowledge learning, peacetime performance and sports skill assessment. The expected results are required to be "measurable" when they are formulated, which has actually given specific standards for learning evaluation. The purpose of evaluation is to clearly understand whether students have achieved the expected results after the designed learning activities by measuring the actual achievements of students, and to provide evidence for further improving the curriculum design. The most important evaluation goal is the comprehensive ability and quality evaluation, followed by the combination of process evaluation and summative evaluation, followed by the participation of students and teachers, with multiple subjects, and finally the evaluation for students with special physique. The establishment of the assessment system should be firmly based on the level of sports skills that students have mastered and the degree of self-improvement in the learning process. In the assessment, we should focus on the students' academic performance, classroom grouping competition performance and extracurricular exercise performance, and at the same time, we should refer to relevant standards. Under the guidance of OBE concept, the evaluation method should be innovated, and the assessment of sports theoretical knowledge should be added to the traditional evaluation method based on sports skills. In addition, students' usual performance should also be added to the assessment; Teachers should also evaluate each other, which can promote the communication and learning between teachers and find out the shortcomings, so as to improve teaching methods, optimize teaching resources and improve teaching effect.

5. Conclusions

As a part of general education, PE curriculum in universities plays an important role in cultivating students' awareness and ability to acquire health and coping with health threats brought by future social development. However, at present, there are some phenomena in university PE courses, such as "teacher-centered, vague training objectives, outdated teaching methods and single evaluation index". OBE's educational concept is of great significance for promoting the reform of PE curriculum in universities in China by reverse designing the instructional process, establishing clear personnel training objectives and formulating perfect teaching evaluation. This article summarizes the concept of OBE and the principle of curriculum design, points out the universal problems faced by PE teaching objectives, and probes into the reform and development strategies of PE teaching in universities based on the concept of OBE. Results-oriented PE is a process of continuous improvement. It requires the establishment of an effective continuous improvement mechanism. Results-oriented, we can make full use of teachers' specialties, mobilize teachers to work actively and creatively, and design efficient classrooms that meet the characteristics of teachers and students. Teaching practice shows that this strategy can effectively improve the teaching effectiveness of PE courses and has certain reference value. The teaching mode of OBE is applied to the teaching of PE class in universities, so as to cultivate sports talents with strong overall ability for the society and thoroughly implement the spirit of sports, so that sports can have a wider impact. This will become a new trend in the reform of PE in universities.

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