

The Connotation and Realization Path of High-Quality Development of College English in Local Universities Based on OBE Theory

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Abstract: This paper introduces the basic principles and core concepts of OBE theory, and then clarifies the goal of high-quality development of college English in local universities. The realization path based on OBE theory is discussed, including the optimization and innovation of curriculum design and teaching methods, the supporting mechanism of teacher training and professional quality improvement, and the quality assurance measures of fine management and continuous improvement. Through the research and analysis of this paper, it can provide some guidance and reference for the high-quality development of college English in local universities.

Keywords: OBE theory; Local universities; College English; High-quality development

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1. Introduction

College English education in local universities plays an important role in the context of social and economic development and globalization. In order to achieve high quality development, it is necessary to adopt appropriate theoretical and practical paths. The OBE theory, as an educational concept and method oriented towards students' abilities, can provide strong support for the high-quality development of college English in local universities.

2. The Connotation of OBE Theory in the High-quality Development of College English in Local Universities

2.1 Basic principles and core concepts of OBE theory

OBE theory, also known as outcome-based education, is an educational concept and practice model oriented to learning results. The theory emphasizes the cultivation of students' learning outcomes and practical application ability, as well as the importance of assessment and feedback in the learning process. In the high-quality development of college English in local universities, the adoption of OBE theory can help improve the teaching effect and cultivate students' comprehensive literacy. To clarify the learning goal means to clarify the knowledge, skills and attitudes that students should possess from the macro level, and to provide a clear direction for the teaching process; The establishment of evaluation system refers to the monitoring and evaluation of students' learning results through effective evaluation methods in order to adjust teaching strategies in time; To embody students' subjectivity means to stimulate students' learning enthusiasm and motivation, so that students can become independent learners.

Learning outcome refers to the concrete results obtained by students in the learning process, including the performance of knowledge, skills and attitudes. Ability cultivation refers to the cultivation of students' comprehensive qualities such as problem-solving ability, innovation ability and cooperation ability through teaching activities and assessment means; Personality development

refers to providing diversified learning opportunities and personalized teaching services according to students' interests and individual differences to promote the all-round development of each student. In the high-quality development of college English in local universities, we should adopt the basic principles and core concepts of OBE theory, and creatively apply it based on the characteristics of the subject and teaching practice.

2.2 The goal of high-quality development of college English in local universities

One of the high-quality development goals of college English in local universities is to cultivate students' solid English foundation and good language application ability, which include improving students' listening, speaking, reading, writing and other language skills, and focusing on cultivating students' language sense and expression ability, and enabling them to communicate fluently and accurately in English. With the development of globalization, cross-cultural communication competence has become an important requirement for college English learners in modern society. One of the high-quality development goals of college English in local universities is to cultivate students' cross-cultural awareness and intercultural communication ability, which include understanding and respecting cultural differences, having intercultural communication skills and abilities, and being able to communicate and cooperate effectively with people from different backgrounds.

In addition, it is improving students' subject knowledge and professional ability. One of the high-quality development goals of college English in local universities is to cultivate students' solid subject knowledge and certain professional ability, which requires teachers to pay attention to the imparting and application of basic knowledge, guide students to take the initiative to learn and use the knowledge to solve problems, and improve students' comprehensive ability and problem-solving ability.

Finally, due to the rapid changes in society and the continuous update of information technology, students need to have the ability to learn new knowledge and adapt to the new environment. Therefore, the development goal of college English in local universities requires to cultivate students' independent learning ability and innovative consciousness, so that they can have the ability of continuous learning and innovative development.

3. The Realization Path of High-quality College English Development in Local Universities Based on OBE Theory

3.1 The optimization and innovation of curriculum design and teaching methods

Based on OBE theory, teaching objectives should be clear and specific, and pay attention to the cultivation of students' ability. Curriculum design should focus on students' actual needs and future career development, combined with social needs and disciplinary development trends, and set challenging learning goals. At the same time, real situation and problem-driven instructional design can be used to enable students to apply what they have learned to real-world scenarios. Traditional teaching methods may no longer be applicable in college English education based on OBE theory. Therefore, a variety of teaching methods can be used, such as group cooperative learning, case analysis, project practice, independent learning, etc. These approaches emphasize the subjectivity of students and enhance learning effect and student engagement through collaboration, experience and reflection. At the same time, we should combine new technological means, such as multimedia teaching and online learning platforms, to create a richer and more flexible learning environment, and promote students' active learning and independent development.

In college English education based on OBE theory, teachers should play the role of mentors and guides, rather than traditional authoritative knowledge providers. Teachers should focus on cultivating students' autonomous learning ability and problem-solving ability, encourage students to participate in class discussion and cooperative learning, pay attention to individual differences, and provide personalized guidance and support. At the same time, teachers should also actively participate in teaching reform and professional development, and constantly update their knowledge and teaching methods to adapt to changing educational needs. The evaluation should shift from the measurement of students' learning achievement to the assessment of their ability, and focus on their comprehensive literacy and application ability. A variety of assessment methods can be used, such as project assignments, oral presentations, team reports, etc., focusing on the demonstration and expression of competence.

3.2 Support mechanism for training of teacher and the enhancement of professional literacy

Systematic training activities and courses are designed to enhance teachers' teaching ability and professionalism. The training content can cover the research and application of OBE theory and method, instructional design and evaluation skills, and the application of diversified teaching methods. Training can take the form of seminars, workshops, online learning, etc., to suit the needs and schedules of different teachers. Regular organization of teacher exchange meetings, teaching observation, teaching case sharing and other activities can promote mutual learning and communication between teachers. Teachers can share their own experiences and lessons in teaching

practice, explore teaching problems and challenges together, and find solutions with collective wisdom. In addition, online learning communities or professional network platforms can be created to facilitate cross regional communication and resource sharing among teachers.

According to the needs and development direction of different teachers, we should establish personalized professional development plans and guidance mechanisms. A teacher mentor system can be developed, in which experienced teachers serve as mentors for one-on-one mentoring and coaching. At the same time, it provides academic research and teaching innovation support for teachers, encourages them to participate in teaching research topics, textbook compilation and educational teaching research activities, and stimulates and enhances teachers' enthusiasm for teaching and creative ability. The high-quality development of college English in local colleges and universities based on OBE theory requires teachers to pay attention to students' learning results and ability cultivation. Therefore, it is necessary to establish a teacher performance evaluation system with student learning outcomes as the core, which includes regular assessment of teachers' teaching effectiveness and student satisfaction, and takes into account teachers' professional growth and the extent to which teachers participate in teaching and research activities. The evaluation results can be used as the basis for teachers' performance assessment, promotion and reward, and further encourage teachers to actively invest and improve their own quality.

3.3 Quality Assurance Measures for Fine Management and Continuous Improvement

Curriculum management system includes clear curriculum objectives and teaching plans, curriculum structure and content with reasonable design, and evaluation and feedback mechanism. Through careful course design and management, we can ensure the coherence and effectiveness of teaching. Regular academic counseling and study tracking can understand students' learning situation and progress, and give timely guidance and support. According to students' learning performance and problems, we adjust teaching strategies and methods to promote the improvement of students' learning effect.

Regular teaching evaluation and teaching feedback can help teachers understand the teaching effect and teaching quality. A variety of evaluation methods, such as student evaluation, peer evaluation and expert review, can be used to evaluate teachers' teaching ability and teaching results. At the same time, the teaching quality can be comprehensively evaluated and improved by means of independent monitoring and external evaluation. Regular teaching and research activities and teaching seminars can also be conducted to provide a platform for professional development and academic exchange for teachers. Teachers can share teaching experiences and innovative practices, learn from each other and improve their own teaching methods. At the same time, feedback mechanisms need to be established to collect the opinions and suggestions of students and relevant stakeholders to continuously improve the quality of teaching.

4. Conclusion

The high-quality development of college English in local universities based on OBE theory is inseparable from the optimization and innovation of curriculum design and teaching methods, the support mechanism of teacher training and professional quality improvement, and the quality assurance measures of fine management and continuous improvement. These paths are interrelated and complementary, which can effectively improve students' comprehensive quality and language application ability. Through the research and analysis of this paper, we hope to provide some references for the high-quality development of college English in local universities, and further promote the progress and development of college English education in local universities.

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