

Research on the Output Demand of Primary Education Specialty Based on OBE Concept

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Abstract: The concept of OBE is a structural system in which learning outputs drive the whole course activities and students' learning evaluation, which plays an important role in guiding the formulation of professional talent training programs therefore, to understand elementary school education professional production demand, help to better revise the talent training scheme. In view of this, this research takes the primary school education major students and primary school educators as the object to carry out a series of surveys, a more comprehensive understanding of the needs of students and industry demand related information.

Keywords: OBE Concept; Primary Education; Output Demand; The Investigation and Study

OBE (Outcome Based Education) refers to Outcome Oriented Education, which is a structural system in which learning outputs drive the whole course activities and students' learning evaluation. It can be seen that the concept of OBE clearly explains the causality and supporting relationship among the training objectives, graduation requirements and curriculum setting of professional talents, and makes clear the specific path for educators to implement the concept, which is exactly the problem that colleges and universities need to solve in formulating talent training programs. Therefore, the concept of OBE makes the formulation of college talent training programs more consistent and forward-looking.

In view of this, this research, based on the concept of OBE, this study carried out a series of investigations in order to comprehensively understand the needs of primary school education students and the society for primary school education professionals.

1. Research objects and tools

1.1 The research object

This study mainly conducted a survey on three groups of people, including 559 freshmen and sophomores majoring in primary education in our school, 24 primary school teachers and 5 primary school principals were interviewed.

1.2 Research tools

The questionnaire of this research is a self-prepared questionnaire named "Preliminary Research on Revising Talent Training Plan" (Student Edition), which contains 15 questions. The interview outline used in teacher interviews mainly revolves around the supporting relationship between university courses and current work. The interview outline used in the

interview of principals mainly revolves around teachers' vocational needs (including knowledge needs and ability needs).

2. Survey results

2.1 Student survey results

2.1.1 Expectations for curriculum design and practical teaching

On the basis of the existing courses, students hope to add teachers' skills (81.04%), subject direction (65.12%) and teacher accomplishment (52.77%), and the proportion of students who want to add education theory courses is relatively small (36.31%). 59.57% students hope to learn professional courses from the sophomore year, 35.24% students hope to learn professional courses from the freshman year, only 5.19% students hope to learn professional courses from the junior year.

2.1.2 Future career planning

In terms of employment, the proportion of students who plan to work in primary schools is the highest (94.45%), followed by training institutions (43.8%), others (27.3%) and self-employment (20.21%). The top three subjects that students expect to teach in the future are mathematics (51.88%), Chinese (46.87%) and English (37.03%). The majority of students think that future teachers should pay attention to the improvement of teaching skills (93.02%), professional knowledge (90.16%), professional quality (86.94%) and modern education concept (86.76%). At the same time, I hope to further develop my skills in teaching design (86.94%), language expression (86.58%) and teaching management (78%).

2.2 Teacher survey results

2.2.1 Understanding of the importance of the college courses

The interviewed teachers all expressed their professional courses in college, which laid a solid foundation for their professional level. They learned a lot of management skills of the homeroom teacher. Courses in philosophy and logic provide ways of thinking about problems that are sometimes needed to solve them in the workplace. Thesis guidance courses, understanding how to research a problem, how to write a paper. Some teachers said that the computer and information technology courses they learned in college provided strong skill support for their daily work, the ideological and political courses provided fundamental direction guidance for their work, and the public courses on world history enriched their horizons, all of which provided important support for their work.

2.2.2 The skills that are most important to your job

Interviewed teachers generally believe that learning, teaching, class management, communication, innovation, research, information retrieval and oral expression skills are very important in work. In the aspect of teaching, the ability of interpreting curriculum standard materials, teaching design and class teaching is very important.

There are also teachers according to the analysis of the important ability required by the students section, that the low section of class management ability is very important, which is conducive to understanding the characteristics of the child's physical and mental development, grasp the child's ability to accept teaching. For middle and high level, curriculum design, parent communication and other skills are very important.

2.2.3 Activities/courses that create a sense of reverence and awe for the education industry

First of all, what can directly affect students' sense of awe towards education is their teachers' devotion to education, spirit of teaching, and attitude towards learning. Secondly, some activities are also important factors, including volunteer teaching in poor mountainous areas, university internship, communication with teachers and guides, listening to their stories, listening to professors' lectures, professional skills competition, observing famous teachers in class, learning from famous universities, visiting museums, visiting education bases. etc.

2.3 Survey results of primary school principals

2.3.1 Basic qualities and abilities that primary school teachers or administrators should possess

Respectively from the principal education, high political quality, profound ideological and moral cultivation, keep up with the times of innovation ability, the habit of lifelong learning and growing professional growth ability, update knowledge ability, love the ability of students, focus on the capability emphasized the social and human destiny as a primary school workers should have the basic quality and ability.

2.3.2 The key abilities that freshmen should possess

The interviewed principals all mentioned the ability of communication, including the ability to cooperate with colleagues and communicate with parents, the ability to manage students, the working attitude and discipline awareness based on the “three concepts”, the continuous spirit of bearing hardships, and the practical ability of learning more and asking more and experiencing more are the abilities that freshmen must have.

2.3.3 Ways to improve teachers’ ethics and educational feelings

For the promotion of teacher ethics and the cultivation of educational feelings, the interviewed principals generally thought that psychology, teacher professional ethics, pedagogy, philosophy four courses are very important. At the same time, it is believed that students should set up lofty ideals, read more humanistic classics and watch more Chinese and foreign classic educational films, preach and learn from typical teachers’ moral models, educators and famous teachers, practice and practice with them selectively.

3. Conclusion

According to the survey of school students, primary school principals and teachers, students generally believe that professional knowledge, teaching skills and class management are the most important aspects based on their own professional cognition. But the interview result of elementary school principals and teachers found that to be a qualified primary school education workers, need to take a broader knowledge reserves, in addition to professional knowledge and skills to prepare, personal accomplishment and comprehensive ability, ethics feelings ascension also appears especially important.

In view of this, researchers believe that, first of all, students majoring in primary education need to know that future jobs require more comprehensive knowledge and ability of applicants. Therefore, they should not only pay attention to the study of professional knowledge and skills, but also pay attention to the improvement of personal comprehensive quality and ability in a variety of courses and activities. Secondly, the person in charge of the major should make clear some key courses in the construction of professional courses, such as pedagogy, psychology, teaching design, Sanji character, Putonghua, teachers’ professional ethics on the important significance of students’ future career, and give clear requirements in the course implementation process and the assessment link. Finally, the responsible person of the major should organize a variety of second classroom activities, including professional competence contests, famous teachers entering the campus, famous teachers’ lecture halls, teaching visits, education internships, etc., to imperceptibly affect students’ professional identity and loyalty.

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