

Research on the Reform of Foreign Language Teaching Mode in Colleges and Universities Based on OBE Concept

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Abstract: The teaching objectives, teaching methods and teaching evaluation mode based on OBE concept are highly coincident with the quality education advocated by our country. The student-oriented teaching emphasized by OBE concept is used to improve the foreign language teaching mode in our country's colleges and universities through the teaching methods of students' independent learning or training to obtain direct experience and a more scientific and reasonable teaching evaluation system, the focus of foreign language teaching in colleges and universities has shifted from knowledge investigation to application ability. Therefore, in terms of teaching content, teachers should explore the cultural elements contained in foreign languages as language carriers, so as to expand students' vision and direction of foreign language learning; in terms of educational methods, teachers should construct a hybrid education model to make foreign language learning methods more flexible and changeable, so as to adapt to the changes in foreign language learning and education goals and meet the country's future needs for applied foreign language talents.

Keywords: OBE concept; Foreign language teaching in colleges and universities; Applied foreign language teaching

In traditional teaching, the main content of foreign language learning is foreign language grammar, vocabulary and other language skills. From the perspective of the attributes of linguistics, language is actually a high degree of abstraction and generalization of foreign languages and history. A cultural carrier. Therefore, in the teaching of foreign languages in colleges and universities, combined with the concept of OBE, teachers should not only pay attention to the explanation of language skills and language systems, but also consider the use of language infiltration to introduce the language and cultural background, so that students can compare different cultures through language, and make better use of language media in daily life and future work. Turn foreign language teaching from learning foreign language knowledge to developing the ability to use foreign languages.

1. Rationality of Combination of OBE Concept and Foreign Language Teaching in Colleges and Universities

The concept of OBE education originated in the United States in the 1980 s. Its full name is Outcome Based Education, which means result-oriented education^[1]. Results-oriented education emphasizes the development of education from the perspective of results, that is, what learning results should be achieved by educating students? Why should students achieve such learning results? How to obtain these learning results? How to measure whether students have achieved corresponding learning results? Therefore, the OBE education concept emphasizes the selection process of education from teaching objectives, teaching methods, teaching evaluation and other aspects. There are four typical questions about the concept of OBE, all of which are asked from the perspective of students' autonomous learning, which has a high degree of coincidence with the student-oriented teaching concept in foreign language education in colleges and universities. In college teaching, although the teacher is still the organizer of the classroom and the guide of the students, the role of the teacher in the student learning is to expand and guide, and the students through independent exploration learning, in-depth or expanded learning of the content proposed by the teacher in the extracurricular time, and complete the learning goals required by the OBE concept. Compared with traditional teaching, OBE concept pays more attention to the practical application of knowledge than to be exam-oriented. This is highly consistent with the current educational goal of cultivating applied foreign language talents in colleges and universities, so OBE has practical feasibility and guiding significance for efficient foreign

language teaching.

2. Reform Strategies of Foreign Language Teaching Mode in Colleges and Universities Based on OBE Concept

2.1 To Construct Cross-cultural Communication and Comparative Foreign Language Education with Language as Anchor

At present, the foreign language teaching in the school includes English and various minor languages. Here, English teaching is taken as an example. In English learning, tense is often an important and difficult point for students to learn. In the basic education stage, due to the “score-only” test-oriented education in our country has a long history, coupled with objective environmental factors, teachers often adopt a large number of cramming explanations in tense teaching to pursue efficient completion of teaching tasks. This leads to students’ understanding of English tenses is often rigid rote memorization^[2]. In college teaching, due to the improvement of English tense learning requirements, students’ rote memorization often brings a lot of burden to students, making students’ learning fall into a mechanized pattern.

The teaching goal is designed based on the OBE concept. The purpose of college English teaching is to help students master 32 English tenses; its teaching methods should start from the difference between English and Chinese, so that students can form a more perfect understanding of English tenses. Students can write and use various tenses independently; test the results of students’ tense learning through quiz and oral communication. In the subject-predicate-object structure of Chinese and English, Chinese tends to use time adverbials to represent changes in time and state, while English tends to change verbs and time-bearing words to represent differences in time and state. As a symbolic language, its tense can be divided into two symbolic expressions: time and state. Time includes three basic time forms: present tense, past tense, and future tense. The state includes three basic states: progressive state, complete state, and general state. If the active and passive relationship is considered, then there are 6 different state expressions. Form, these state expression words have different time-bearing words. When the tense changes, English uses the change of time-bearing words to express the change of tense, this is the origin of multi-temporal changes in English. Through the comparison of English and Chinese language systems, students can analyze when encountering complex grammar situations, thus completing the correct deformation of grammar and avoiding confusion caused by rote memorization. Taking the passive voice of the past and future progressive tense as an example for analysis, students only need to analyze the practical bearing words and state words to analyze the deformation of the tense. In the past, they can write “did”, in the future they can write “will”, in the future they can write “have”, in the progressive tense they can write “be”, and in combination with the requirements of the passive voice, they can finally conclude that the correct grammatical deformation should be would have been done. Therefore, for the teaching of foreign languages in colleges and universities, we should respect the laws of the culture and language system itself undertaken by the language, and make a differentiated comparison with the native Chinese, so as to master the underlying logic of the language form, reduce the difficulty of language learning, and enable students to master language methods, rather than rigid language knowledge, to strengthen students’ ability to apply foreign languages.

2.2 Adopts a mixed education model and advocates foreign language teaching with students as the master.

In the OBE concept, how to get the determined learning results is the core step of teachers’ teaching and students’ learning. Combined with the actual situation and teaching purpose of foreign language teaching in colleges and universities in our country, due to the limited classroom time, teachers in the classroom in addition to building the corresponding basic knowledge, more important is to help students understand the structure of knowledge, introduce new concepts, and teach students learning methods through the logical infiltration of teaching. Due to the limited classroom time and the limited information that can be transmitted, with the popularization of intelligent means, hybrid teaching mode has become an important way of foreign language teaching in colleges and universities. Mixed teaching refers to explaining the basics of foreign language learning in offline classrooms, and practicing and improving through online classrooms^[3]. This requires students to combine the teachers in the online class after class, to carry out multi-dimensional autonomous learning of the concepts involved in knowledge, and to have a full understanding of the content they have learned, so that they can transform knowledge into ability in online class and apply it.

Hybrid foreign language education in colleges and universities requires students to have a certain ability to retrieve educational resources. Finding suitable learning materials is the first step for students to learn independently. At present, with the development of many education network platforms such as China’s MOOC and Superstar Learning Connect, and the establishment of electronic library systems in major universities, the learning resources of foreign language learning in universities are becoming more and

more abundant, and students can obtain a large amount of education through mobile portable devices Resources, select suitable text or video education resources for learning, thus ensuring the feasibility of the implementation of the OBE education concept. At the same time, for teachers, using mobile terminals to impart knowledge and assess students' performance is also a relatively efficient teaching method. For example, teachers can call names through the online learning system to determine the attendance rate of students, and use the attendance rate of students as part of the student's school year assessment; in the process of foreign language teaching, use the online platform to upload learning resources, and students can search online Compared with the educational resources obtained, the educational resources uploaded by teachers are often more targeted for training goals and can consolidate the foundation of students; at the same time, real-time oral training can be carried out in class, so as to solve the short board of "emphasizing written English and neglecting oral application" caused by students' lack of corresponding language environment in foreign language learning, and ensure the realization of the educational goal of cultivating applied foreign language talents under the OBE concept.

Concluding remarks

OBE concept is the mainstream concept of education reform in Britain, America, Canada and other countries. It aims to develop students' independent thinking, innovative thinking and critical thinking ability. Foreign languages in colleges and universities with OBE concept as the core are still in the exploratory stage in our country, so they are not rich enough in practical form, but they have a high degree of coincidence with the current teaching purpose of foreign languages in colleges and universities at the theoretical level. Therefore, OBE concept has a strong guiding significance for cultivating applied foreign language talents, and college teachers need more practical exploration to realize the guiding significance of OBE concept in foreign language education in local colleges and universities in our country.

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