

Reconstruction of the training mode of applied talents in preschool education based on OBE concept

Fang Yu

Suzhou Early Childhood Education College, Suzhou Jiangsu, 215131

Abstract: Taking the opportunity of teacher education professional certification, this paper reconstructs the talent training mode of preschool Education specialty based on the concept of Outcomes-Based Education (OBE), which aims to improve the weak links in preschool education. It has been a difficult problem for our country to train the applied talents with the spirit of innovation and practical ability. To tackle the problem, this paper will first explain the connotation of the OBE concept and analyze the current situation of the cultivation of applied talents in preschool education, and then, based on OBE concept, this paper will explain the cultivation of applied talents in preschool education from the aspects of objectives, content, implementation, evaluation, etc., and reconstruct the new cultivation mode.

Key Words: OBE concept; preschool education; application-oriented talents; training mode

1. Proposal of OBE concept

In 1981, American scholar Spady first put forward the concept of OBE in the article "Outcome-Based Instructional Management: A Sociological perspective", and then made a systematic discussion on OBE in the article "Outcomes-Based Education: Critical Issues and Answers" published in 1994. In 2003, Acharya systematically pointed out four implementation principles of the concept of OBE: clearly focusing on learning outcomes, expanding students' learning opportunities, improving teachers' expectations, and reversed designing curriculum and teaching. In the past 20 years since the concept of OBE was proposed, researchers have created a variety of distinctive curriculum modes according to their own needs and environment. More and more scholars are trying to apply the concept of OBE to the construction of various majors and disciplines.

《In OBE: Education Based on Results》, Jiang Bo, a Chinese scholar, first discussed the origin, essence, system and principles of OBE concept in detail, and recognized the advantages of OBE concept in talent training. Zhou Hongbo and others pointed out that it is necessary to start from the four steps of OBE concept realization, implement "reverse design", establish the logical relationship among training objectives, graduation requirements and curriculum system, organically integrate the core elements of OBE concept into the formulation and implementation of talent training plan, promote the comprehensive development of students' knowledge, ability and quality, and achieve the intended learning results.

2. Problems in the Cultivation of Applied Talents in Preschool Education

There are various ways to cultivate preschool education professionals in China, mainly including undergraduate education, higher vocational education and secondary vocational education. At present, these three ways all have problems in cultivating applied talents.

As for the training goal, no matter it is undergraduate course or higher vocational or secondary vocational school, there are some problems such as the vague orientation of the training goal and the lack of foresight. For universities, it is very difficult to realize "Academic" and "Applied" in its training goal. At the same time, there are no clear requirements for the application-oriented talents in the orientation of higher vocational schools, and the similar goals hardly reflect the characteristics of each school. In the curriculum system, some colleges and universities have too many theory-related courses, which leads to the lack of field practice. Also, the guidance of practice and qualified practice facilities are insufficient. Some higher vocational schools, influenced by historical factors, pay too much attention to the art skills

[10] Xinrui Wang Current situation investigation and teaching practice research of high school physics wisdom classroom under the background of big data [d] Shihezi University, 2020

[11] Qiong Tang, Hui Lin, Fengquan Song, Yuanying Xu A preliminary study on the intelligent classroom teaching mode of university Physics [j] Physical bulletin, 2020 (S1): 9-11

[12] Xiaolan Zong, Zhuoliang Cao Research on intelligent classroom teaching mode of university physics experiment [j] Journal of Hefei Normal University, 2019, 37 (06): 56-58

[13] Hongchao Peng Research on deep learning design in wisdom classroom environment [d] East China Normal University, 2019

[14] Huang Wang Research on the construction and application of wisdom classroom teaching mode [d] Tianjin Normal University, 2019

[15] Ting Chen Research on the design and application of wisdom classroom teaching mode under the background of "Internet + education" [d] Jiangsu Normal University, 2017

This paper is the research result of the teaching reform research project of Baoji University of Arts and Sciences, "Research on the effect of virtual simulation experiment on experimental teaching" (Project No.: 21JGYB42).

such as playing the instrument, painting and singing etc., and neglect the cultivation of the core professional abilities such as the creation and utilization of the environment, the guidance and support of children's play, and the encouragement and evaluation of children. Moreover, inflexible teaching plan leave students with limited freedom to make curriculum choices and it is difficult to fulfill the individualized requirement of personal development. .

In terms of teaching methods, teachers in undergraduate colleges and universities "pay more attention to scientific research than teaching", and are unable to flexibly use teaching methods, such as project-based learning, discussion-based teaching or group study. Teachers in vocational secondary schools are relatively weak in their professional skills, and they often adopt cramming teaching mode in theory-based courses. It is difficult to really cultivate students' creativity in integrating theory with practice. Although the practice-based class appears to be lively, the effect is not ideal due to the weak practical guidance ability and practical conditions .

In terms of the quality of teacher resources, most colleges and universities are short of practical teachers and "double qualified" teachers. Although kindergartens and other preschool education institutions have a large number of teachers with rich practical experience and outstanding teaching ability, they are not qualified enough to enter colleges and universities to fill the shortage of college teachers' practical guidance due to institutional mechanisms, nature of work and other reasons .

In terms of curriculum evaluation, both undergraduate and vocational colleges have lagged behind in the evaluation system. The evaluation is mainly carried out by teachers but lack peer evaluation and self-evaluation; In terms of evaluation method, examination is still the main form, lacking process evaluation; In terms of evaluation content, theoretical knowledge is emphasized over practical ability. In addition, the evaluation only plays a diagnostic role, and does not continue to promote the continuous improvement of talent training quality.

3. Reconstruction of the training mode of applied talents in preschool education based on OBE concept

3.1 Keep up with the times: reposition the training objectives of preschool education

OBE mode is a goal oriented talent training mode, which classifies the social ability, thinking ability and the specialized ability of teachers in detail according to the Professional Standards for Kindergarten Teachers (Trial) issued by the government, to guarantee the training goal concretization. The training objectives of preschool education major in an application-oriented college are mainly formulated from two dimensions: professional ability and professional quality: "Based in southern Jiangsu, facing Jiangsu and radiating the Yangtze River Delta, this major cultivates high-level applied preschool education talents who are physically and mentally healthy, loves children and preschool education, has firm ideals, beliefs and noble teacher ethics, has good humanistic, scientific and artistic literacy, has solid professional knowledge, outstanding teaching ability, and strong awareness and ability of lifelong learning and independent development, and can engage in education, teaching and independent development in kindergartens and other children's education and service institutions . " In the part of training objectives, includes the expected objectives that students can achieve in five years after graduation to promote students' "all-round development" as human beings and "professional development" as preschool education professionals:

High professional ethics. Carry out the Party's educational policy, practice the socialist core values, and take moral cultivation as its own responsibility; Have firm ideals and beliefs and strong willingness to teach, and love children and preschool education; Abide by the professional ethics of kindergarten teachers, teach according to law, and aspire to be a good teacher under the guideline of "four have"; Stay physically and psychologically healthy.

Solid professional knowledge. Have good knowledge of natural science and humanities, good artistic accomplishment and modern information technology; Master the characteristics and laws of physical and mental development of children of different ages, and the strategies and methods to promote their all-round development, and understand the characteristics of physical and mental development of children with special needs, as well as educational strategies and methods; Be familiar with and be able to better integrate early childhood care and education knowledge to form a systematic professional knowledge system.

Outstanding teaching ability. Have good professional skills and create an educational environment conducive to the growth of children; Be able to scientifically arrange and reasonably organize the one-day life of the kindergarten according to the physical and mental development laws and learning characteristics of children; Have strong information teaching ability, and can effectively design, implement and evaluate various activities; Establish the concept of moral education first, master the rules and methods of class management, can better use of various ways to carry out targeted education..

Sustained development capability. Have strong awareness and ability of lifelong learning and self-development; Actively adapt to the needs of preschool education reform and development, consciously plan career; Establish a sense of reflection, and be able to use critical thinking and scientific methods to make effective self-diagnosis and propose ideas for improvement; With teamwork spirit and communication and cooperation ability, they can become high-level applied preschool education talents.

3.2 Reverse design: update the curriculum system for cultivating applied talents in preschool education

The setting of the curriculum system under the OBE concept emphasizes "starting from the results", and strives to fully support the graduation requirements of students. It is not only necessary to have complete curriculum elements and appropriate curriculum proportions, but also to present the logical relationship of progressive and interrelated courses and the realization context of the training objectives, so as to reconstruct the curriculum system that can truly support the realization of the training objectives of preschool education professional applied talents.

Build a modular curriculum platform focusing on the improvement of comprehensive ability. It includes general course platform,

professional course platform and comprehensive practical course platform. In addition, different types of public and professional elective courses are provided for students. The general education course platform mainly lays a good foundation for students' growth in humanities and science; With the help of professional courses, students can have more solid professional knowledge and basic teaching practice ability; The comprehensive practical curriculum platform can further improve students' understanding of preschool children, be familiar with the characteristics and responsibilities of kindergarten and other preschool education institutions, further improve the practical ability of nursing and teaching, and strengthen professional identity and professional faith, as well as the awareness and ability of independent development.

Course structure		
General Courses Platform	Public compulsory courses	Ideology and Politics and Humanistic Literacy
		Information and scientific literacy
		National defense education and physical and mental health
		Employment and entrepreneurship education
	Public Elective Courses	Humanities and Social Sciences/Natural Sciences/Artistic Expression/Local culture
Professional course platform	Professional compulsory courses	Basic professional courses/professional core courses/professional expansion courses
	Professional elective courses	Limited/optional
Comprehensive Practice Curriculum Platform	Education Practice Course	Military Training and Entrance Education
		Conservation practices
		Educational practice
		Study with me
		Graduation Practice
	Graduation Thesis (Design)	
	Social (Labor) Practice Course	

Build a curriculum system based on professional behavior orientation. The curriculum system should be set up scientifically and reasonably based on the needs of preschool education practice, the requirements of future abilities, and the analysis of work tasks and professional abilities. For example, the school-kindergarten cooperation has developed "new loose leaf" teaching materials, used typical work cases of kindergartens to design teaching materials, and highlighted the importance of practice. The curriculum is upgraded from in class teaching to schools and kindergartens interaction, which is more suitable for the needs of kindergarten teachers, reflects the cutting-edge and contemporary nature, and solves the problem that the curriculum content is disconnected from the actual situation of the kindergarten, which can greatly improve the ability of students to adapt to their posts.

Pay attention to the improvement of reflective practical ability of normal students. The curriculum system pays attention to the cultivation of the comprehensive quality and ability, especially the cultivation of the reflective ability, while paying attention to the teaching ability. The design and reform of the curriculum adhere to the "output orientation", based on the professional ability needs of kindergarten teachers, integrate the task of reflective research and learning into the curriculum, to achieve the integration and synthesis of the curriculum, advocate students to form a sense of reflection in the process of practice, and promote their reflective ability and professional practical wisdom.

3.3 Whole process practice: reform the practical teaching mode of cultivating applied talents in preschool education

The "School-kindergarten" joint training is the best way to cultivate applied talents in preschool education. It is necessary to establish a long-term effective cooperation mechanism, turn the educational scene into a base for students' practice and training, innovate practical teaching methods, provide a broader platform for talent training, and create a good educational environment for students to effectively improve their professional ability, professional quality and innovation ability.

The idea of "Whole-process practice" runs through the whole process of preschool education professional training. Implement the Ideas of "OBE", integrate the practice teaching platform inside and outside the school, form a "all practice" talent training mode in the whole process, all elements and all directions of preschool education, and cultivate high-level applied kindergarten teachers with high professional ethics and strong teaching practice ability. The whole process is extended in time, expanded in space, integrated in content, and permeated in concept. Following the inherent law of practical learning for normal students majoring in preschool education, the practice process is divided into three stages: "professional cognition", "professional experience" and "professional practice", and four modules: "curriculum probation", "professional practice", "skill training and competition" and "comprehensive practice", these are arranged step by step to enable normal students' professional practice ability from the beginning of their study to their graduation, The spiral development can be realized through the way of "first tamping the foundation, then expanding the experience, and then field practice simulation".

Implement the guidance system of "double tutors". On the one hand, pre-school education teachers with strong theoretical literacy are arranged to serve as school tutors, focusing on students' theoretical application and reflection in the guidance of educational practice, and answering students' puzzles in teaching, playing activity, one-day activity organization, home communication, and environment arrangement; On the other hand, the principals and key teachers with rich practical teaching experience, high guidance level and strong sense of responsibility in the practice kindergartens are selected as off-campus tutors to comprehensively guide students to observe and organize kindergarten teaching, games, life and other activities, and give targeted evaluation and guidance according to the specific practice situation of students. The tutors inside and outside the school regularly communicate with each other on the guidance of students to help

them improve their professional theoretical literacy and practical ability.

Build teacher workstations and train "double qualified" teachers. Colleges and universities cooperate with high-quality kindergartens to build teacher workstations. Each workstation regularly carries out various teaching and scientific research activities every semester, making full use of teacher workstations by resource sharing and mutual assistance, to build a new mode of "Schools and kindergartens" collaborative training of "double qualified" teachers; Arrange professional teachers to practice at the front line, and steadily improve the quality of teachers' "double teachers" and social service ability. The teacher workstation can promote and deepen the campus cooperation, and achieve a good situation of the common development of preschool education and preschool education.

3.4 Continuous improvement: establish an evaluation mechanism for the cultivation of applied talents in preschool education

The continuous improvement of OBE concept should run through the reform of talent training mode based on the OBE concept, so that the evaluation can comprehensively and objectively evaluate the educational achievements under the OBE concept, find the deficiencies in the talent training mode in time, and solve them pertinently, so that the talent training mode can achieve continuous optimization and improvement.

The teaching evaluation under the concept of OBE focuses on whether students have achieved their learning outcomes. The curriculum objectives, content and implementation of the curriculum support students' graduation requirements in a reverse way, forming a closed loop connecting the curriculum objectives and learning achievements. On the one hand, it is necessary to reasonably decompose the graduation requirements, establish the evaluation framework and criteria, and clarify the content of the evaluation; On the other hand, expand the evaluation subject. All educators and instructors of students can evaluate their learning, and put forward constructive suggestions from all dimensions, so that multiple evaluations complement each other and jointly promote the sustainable development of students. In addition, we should improve the evaluation method and emphasize the development evaluation. In addition to the single test and professional skill assessment only at the end of the semester, at the beginning of the semester and in the middle of the semester, we pay attention to the process and developmental evaluation methods. We not only evaluate the degree of students' existing knowledge, skills and attitudes, but also pay more attention to the development and growth of students. Theoretical learning, in school training, and out of school practice around curriculum content and task design can collect evidence of students' learning and development. Finally, the evaluation results will be used for the continuous improvement of the curriculum objectives, contents, implementation and evaluation methods.

Based on the OBE concept, which is the inevitable trend of cultivating application-oriented talents in preschool education at present, the preschool education major in colleges and universities should take the concept of "student centered, output oriented, and continuous improvement" as the guide in the process of cultivating application-oriented talents, constantly reflect on and improve, so as to truly improve the quality of talent training and promote the rapid development of preschool education.

references:

- [1] Zhang Nanxing, Zhang Lian, Wang Xinfeng, Sun Jihong. Understanding OBE: Origin, Core and Practice Boundary -- Also on the Paradigm Change of Professional Education [J]. RESEARCH IN HIGHER EDUCATION OF ENGINEERING , 2020, (03): 109-115
- [2] Jiang Bo. OBE: Results Based Education [J]. Studies in Foreign Education, 2003 (03): 35-37
- [3] Zhou Hongbo, Zhou Ping, Huang Xianli. Applied talent training strategy based on OBE concept [J]. China Adult Education, 2018 (14): 27-30
- [4] Wen Ping, Huang Rijian, She Yabin Investigation and Analysis on the Curriculum Design of Preschool Education Major in Higher Vocational Education -- From the Perspective of the Concept of Selective Education [J]. Journal of Educational Development, 2018 (12): 80-84
- [5] He Xinhua, Feng Xiaoyan. Research on the classroom teaching reform of preschool education specialty based on the cultivation of application-oriented talents [J]. Journal of Nanchang College of Education, 2018,33 (03): 91-93

The results of the "Application of Internet of things technology in the evaluation and improvement of kindergarten class education quality"(project no. D20210401) , a 2021 project of the 14th five-year plan for educational science in Jiangsu province.

Project: Suzhou higher vocational education teaching reform research project: based on the integration of "Schools and kindergartens", research on the training path of "double qualified" teachers of preschool education major in colleges and universities. Subject No.: SGJGB0236.