

Research on Construction and Evaluation of Curriculum System of Labor Education based on OBE Education Concept

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Abstract: This article is guided by OBE education concept, This paper discusses the concept and importance of labor education, and designs a curriculum system suitable for higher vocational labor education based on the concept of OBE education Through this study, it is expected to provide a scientific, systematic and effective education system for higher vocational labor education, cultivate students' practical skills and professional quality, improve vocational students' labor skills and comprehensive quality, and become high-quality talents in line with the modern society.

Key words: OBE Educational idea;Curriculum system of labor education;Build;Appraise

1. OBE Education Concept and Concept of Labor Education

1.1.Overview of OBE Education Concept

OBE Education concept is short for Outcome-Based Education (outcome-based education), which emphasizes the design and organization of education oriented by learning results. Compared with traditional education, OBE pays more attention to students' learning outcomes and ability development rather than the traditional teaching content and knowledge transfer. OBE values student learning outcomes and assessment, encourages students to develop needed skills and knowledge through practice and problem solving, and strengthens students' self-directed learning and development ability. OBE concept has been widely used in the world, and has produced different practice models and application scenarios in the field of education in different countries and regions.

1.2.Definition and characteristics of labor education

The definition and characteristics of higher vocational labor education curriculum is one of the very important courses in higher vocational education, which is set up to meet the needs of social and economic development and promote the innovative development of higher vocational education. Vocational labor education aims to cultivate skilled, applied and compound high-quality talents. Through the combination of practical training and theoretical learning, students can have the comprehensive ability of applying scientific theories, operating skills and professional quality. The characteristics of vocational labor education mainly include the following aspects: First, vocational labor education is practice-oriented, encouraging students to use the method of combining scientific theory and practical operation to solve problems. Secondly, vocational labor education focuses on cultivating students' professional quality and professional ethics, so that students can have professional skills and professional ethics and adapt to the needs of social development. Finally, vocational labor education pays attention to the application of talent training, enhances the comprehensive ability of students, so that they can quickly adapt to the complex working environment and make contributions to the enterprise.

2.Design of labor education curriculum System based on OBE Education concept

2.1.Curriculum goal formulation and realization path

The labor education curriculum system based on zero be education concept design, need to first clear objective, and formulate implementation path. Curriculum objectives should be clear and specific, and in line with the educational concept of OBE, focusing on the cultivation of students' practical ability, innovation ability and social responsibility. The implementation path should be combined with the actual situation to ensure that it can be implemented. When formulating curriculum objectives, the following factors should be taken into account: The needs and current situation of students: the labor education curriculum should consider the age, gender, background and other factors of students to ensure that the curriculum objectives meet the actual needs and current situation of students; Social demand and development trend: The curriculum of labor education should consider the social demand and development trend, pay attention to the cultivation of practical ability and innovation ability to adapt to the needs of social development; Course requirements and the standards of teaching: labor education should consider subject requirements and teaching standards, to ensure the objective in line with the teaching requirements and standards.

2.2.Curriculum content integration and optimization strategy

2.2.1Integration of practical skills and theoretical knowledgeThe curriculum of labor education should include practical skills and theoretical knowledge. Among them, practical skills include various specific labor skills and skills, such as electrician skills, welding skills, mechanical operation skills, etc. Theoretical knowledge includes related technical principles, process flow, safety knowledge, etc. In the integration of course content, practical skills and theoretical knowledge should be organically combined, so that students can better understand and master knowledge.

2.2.2.Integration of risk prevention and response knowledge

Labor education curriculum should emphasize risk prevention and response knowledge, so that students can have a strong sense of safety and response ability. In the integration of course content, relevant safety knowledge and skills should be organically combined, so that students can master the corresponding coping strategies and skills in practice.

While integrating the course content, it is also necessary to optimize the course content to make it more in line with the requirements of OBE education concept. Specifically, two points should be emphasized. On the one hand, strengthen the proportion of practical teaching. The curriculum of labor education should focus on cultivating students' practical ability, so the proportion of practical teaching should be appropriately increased so that students can participate in more practical activities. Second, strengthen the proportion of case teaching. The curriculum of labor education should emphasize the cultivation of problem solving and innovation ability, so the proportion of case teaching should be appropriately increased, so that students can solve problems and show innovative thinking in practical cases.

2.3. Innovative and objective evaluation of curriculum format

When designing the curriculum system of labor education based on OBE education concept, it is very important to innovate and objectively evaluate the curriculum form. At this stage, educators need to explore new forms and methods of education to make the course more interesting and highly participatory. At the same time, objective evaluation is also necessary to determine whether the course has achieved the expected results and objectives. The following are some suggestions on the innovation and objective evaluation of curriculum form: First, innovate the teaching form. The teaching form of labor education courses should be constantly innovated. Some new teaching methods, such as interactive classroom, project-based learning and practical teaching, can enhance students' interest in learning and stimulate their creativity and practical ability. For example, project-based learning through teamwork can help students understand the essence of labor more deeply and cultivate their cooperation and communication skills; Second, adopt multimedia means. With the application of modern technology, multimedia courseware has become a new teaching form. Instructors can make students better understand the course content through multimedia means, such as PPT, teaching video and other forms to present the course content; Third, introduce practical courses. Practice course is an indispensable part of the curriculum system of labor education, which allows students to apply what they have learned to practice. Through practical courses, students can better understand the working process and skills, and gain more knowledge and experience in practice. For example, for rural students, agricultural practice courses such as farming, planting and breeding can be introduced to let them experience rural life personally.

2.4. The strategy of promoting labor education curriculum construction by OBE education concept

At present, the society has extremely high requirements for the quality of talents in higher vocational colleges, and labor quality is one of them. In view of this, it also puts forward new requirements for the teaching of labor education courses in higher vocational colleges. The educational goal of higher vocational labor education course is to cultivate students' ability to work independently and consciousness of active labor, improve students' labor quality, and further guarantee the realization of talent training goal. In order to introduce the learning result-oriented labor education into our classroom, teachers should do a good job in teaching design based on "labor theory" and "labor practice", on the one hand, they should do a good job in teaching design in the classroom and arm students' thoughts; On the other hand, we should also do a good job in teaching design outside the classroom, strengthen students' actual labor ability, and achieve the integration of theory and practice. The so-called "achievement" refers to a comprehensive result obtained by students after going through the learning process, which is a process of going deep into their hearts from the inside out, that is, the so-called labor literacy enters the heart, enters the brain, and then is released from the inside out, so as to apply what they have learned in labor learning.

First of all, we should build an efficient labor curriculum system. Curriculum system construction is particularly important to achieve learning outcomes, therefore in the construction of curriculum system in higher vocational colleges, need according to the characteristics of the contemporary students to carry out targeted construction, can be divided into basic courses and advanced courses, premium courses and so on. For example, basic courses aim at students' lack of labor concept, labor spirit, and labor consciousness, and carry out targeted course construction. They will set up a labor example for students, start from small things, and get a sense of achievement from labor into the course, so as to improve the pertinence of the course. The advanced curriculum is to test the quality and results of students' labor learning process through practical activities such as "labor week", "labor skills competition", "health evaluation" and so on. Advanced courses refer to the extension of labor education courses, such as connecting students' future career planning and labor quality required by their major fields, so that students can not only have simple labor consciousness and spirit, but also practice in professional learning and effectively improve their labor quality.

Secondly, the construction of labor curriculum depends on a strong team of teachers, excellent teacher quality can support the construction and implementation of the entire curriculum, do a good job in top-level design. For example, in response to the construction of labor curriculum by the Ministry of Education, Enshi University in Hubei Province adopted "Public Labor" as a compulsory course for college students and gave them 1 credit. By combining the course content with practice, Enshi University developed a labor practice model of "Labor week", namely, the characteristic practice of "6-day campus cleaning + 1-day biological composting". It has formed a labor education base for natural ecological cycle processes such as planting, soil improvement and rainwater reuse, allowing students to work happily and gain a sense of value and achievement. At the same time, higher vocational colleges in the "labor week", also can do extended expansion, according to the needs of each professional labor quality "focused" training. For example, for the students majoring in tourism management, through labor education to cultivate their good service ability, hard-working and dedication to work, etc.; For accounting major students, cultivate their loyalty to duty, honest and honest, strictly observe professional ethics of labor spirit.

Finally, the OBE education concept of labor education curriculum quality curriculum resources, including teaching videos, teaching courseware, learning guides, practical learning, etc., reasonable introduction into the teaching classroom, effectively promote the labor education curriculum practice. Teachers can set up some reasonable teaching forms for students to think before class according to the characteristics of students in our school and combined with the common problems in labor education courses, such as too large proportion of

theoretical teaching and unclear orientation of practical activities. In the process of labor education and teaching, we should do a good job in teaching design and guide students to form independent labor consciousness, so as to form labor practice in pedagogy practice. In the process of curriculum construction of labor education, teachers should actively change the educational concept, encourage students to participate in various practical activities, and set up various forms of practical courses, such as industry practice, enterprise practice, production practice, innovation and entrepreneurship practice. For example, the Vocational Education Center of Zhengzhou Economic and Technological Development Zone in Henan Province offers the course "Labor Education", which combines various labor practice activities to enable students to acquire knowledge and skills in practice. In the course setting, we pay attention to diversity and offer a variety of different types of practical activities, so that students can choose the practical projects they are interested in and get targeted practical training. For example, Guangzhou No. 1 Vocational and Technical School divides the practical part of Labor Education into three modules: production labor practice, social service practice and professional accomplishment expansion practice, so that students can have more choices and labor practice opportunities. Strengthen the connection between students and enterprises, so that students can better integrate into society. Schools can invite entrepreneurs to campus to give lectures and exchange experience with students, so that students can better understand the corporate culture and experience, let students understand the operation and experience of enterprises, and improve the effectiveness of labor practice education.

3.Implementation and effectiveness evaluation of labor education curriculum system

3.1.Construction and optimization of evaluation index and integration system

The construction and optimization of evaluation index and integration system is the core of evaluation. In higher vocational labor education curriculum, we need to design standards and indicators suitable for students' learning and growth, and these indicators should cover knowledge, skills and attitudes. At the same time, we also need to integrate these indicators into a complete system, which should be able to comprehensively and objectively reflect the learning situation and results of students. When constructing and optimizing the evaluation index and integration system, we should fully consider the characteristics and needs of higher vocational students and adopt appropriate teaching methods and means to make the evaluation system more scientific and reasonable.

3.2.Innovation and implementation of evaluation methods and practices

The innovation and implementation of evaluation method and practical operation is also an important part of evaluation. In higher vocational labor education courses, we should design appropriate evaluation methods and ways according to students' actual situation and learning needs, which should be able to reflect students' learning results and performance truly and objectively. At the same time, we should also explore new evaluation methods and means, and try to adopt more diversified and flexible evaluation methods to meet the diversified needs of students. In the implementation of evaluation, we should strictly follow evaluation standards and indicators to ensure the accuracy and reliability of evaluation results.

3.3.Improve the assessment system based on the OBE concept

In the traditional evaluation system of vocational labor education curriculum, the final achievement or result is the only standard for evaluation and assessment. Therefore, to improve the evaluation system, teachers must be on the basis of result-oriented, student-based, in addition to grades, but also pay attention to and evaluate their attitude and ability performance in the learning process. The evaluation mechanism of "whole process evaluation", "formative evaluation", "comprehensive evaluation" and "three-dimensional evaluation" is created, and it is closely connected with curriculum teaching and practical activities. At the same time, the existence of the evaluation system should also establish a "standard" for students, relying on this "standard" to complete the improvement of students' labor literacy.

To sum up, in today's society, labor education has become an important way to cultivate students' comprehensive quality. Therefore, under the guidance of OBE education concept, this paper constructs a labor education curriculum system based on OBE education concept, and studies the implementation and effectiveness evaluation of the labor education curriculum system. It is believed that with our joint efforts, the labor education curriculum system and evaluation based on OBE education concept will bring more opportunities for the future development of higher vocational students.

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