

Research and Practice of Successive Teaching Pattern Reform Based on the OBE Concept Under the Background of Transformation and Development

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ABSTRACT

In the context of the reform of vocational education in contemporary world, the reform, development and transformation path of teaching mode have been explored during the transformation from local ordinary universities to application-oriented universities in this paper. The major of preschool education is taken as an example in this paper. From the teaching mode problem representation of preschool professional courses, the teaching mode problems and formation reasons of current preschool professional courses have been indicated, and their contents and evaluation system have been analyzed by sorting out the endogenous mechanism relation to seek for the course reform and practice path of successive teaching pattern based on the concept of OBE (Outcomes-Based Education) in the context of transformation of application-oriented universities, so as to promote the deep integration of teaching and practice.

Keywords: *Vocational education; Transformation development; Teaching mode; Successive Practice path*

1. INTRODUCTION

With the political and economic growth in China, the vocational education has been ushered in a period of rapid development. The political and economic reform has also promoted the vocational education to be constantly deepened and improved during development. At present, local ordinary universities are also transforming to the application-oriented universities, particularly in the vocational education. The *National Implementation Plan for Reform of Vocational Education* issued by the state has also provided scientific guidance for the development of vocational education, and also keeps solving the problem of talent supply and demand balance, to constantly cultivate the vocational professionals necessary for the society and continuously promote the social development.

In the context of the reform of vocational education in contemporary world, the reform, development and transformation path of teaching mode have been explored during the transformation from local ordinary universities to application-oriented universities in this paper. The major of preschool education is taken as an example in this paper. From the teaching mode problem representation of preschool professional courses, the teaching mode problems and formation reasons of current preschool

professional courses have been indicated, and their contents and evaluation system have been analyzed by sorting out the endogenous mechanism relation to seek for the practice path of successive teaching pattern in the context of transformation of application-oriented universities.

2. PROBLEM REPRESENTATION OF SUBJECT TEACHING MODE IN THE CONTEXT OF TRANSFORMATION OF APPLICATION-ORIENTED UNIVERSITIES

2.1. Endogenous mechanism: sorting of objectives, contents and evaluation relationship under output orientation

In the context of transformation of application-oriented universities, it is required to make sure the social requirements, make a systematic planning for the contents of vocational education, particularly figure out the relationships among teaching evaluation, cultivation objectives, teaching contents and classroom teaching so as to systematically develop the vocational ability of students.

The teaching evaluation depends on the subject of teaching evaluation whose needs determine the talent cultivation objectives of schools, the training objectives determine the teaching contents, and the determination of teaching contents determines the concrete implementation of teaching classroom. Under the occupational education, ordinary universities is transforming to the vocational education unceasingly, and the result orientation guides the constant transformation of vocational education. The teaching mode is transited from the students' learning experience to practical experience accumulation, and from a single academic knowledge to the multipath thinking mode change of reticular knowledge composition. Learners' role is transformed from passive learning to active learning.

Different from the traditional teaching mode, theoretical knowledge shall be contained, and the training of skills full of "professional" characteristics and teaching contents shall be covered as well. Therefore, the choice of teaching contents shall not be limited to the contents of teaching materials, and the response adjustment shall be made combining the "professional" teaching practice. The adjustment of teaching objectives and teaching contents also determines that the traditional evaluation mode dominated by teacher evaluation shall be changed for the teaching evaluation. Only after the training objectives and training contents are adjusted in real time based on the social development, the talents really needed in the society can be cultivated.

2.2. Hierarchical relationship: sorting of relationship between "skill" practice and "means" use

Transformation of application-oriented universities is manifested as the failure of the previously learnt theories to be applied in practice properly, or as the falling into the misunderstanding of "skill" training. During the vocational education, the training of vocational skills and the framework of vocational theoretical knowledge are both required. Vocational skill training is a means of education. In order to meet the future vocational skill requirements, it is necessary to help students clarify two stages of learning: first, practice stage of vocational skills themselves, and second, application stage of vocational skills as a means. The learning of vocational skills is not only a practical exercise of the process itself, but also a means of perceiving, understanding and applying the vocational theories. The skill learning cannot be regarded as the only purpose. Various doubts of students while learning the vocational skills will enable the students to have deep professional feelings and professional enthusiasm to be engaged in the future occupation as an education opportunity for the students into the career path.

3. REASONS FOR "DISCUSSING STRATEGIES ON PAPER" DURING TRANSFORMATION OF VOCATIONAL EDUCATION

3.1. Lack of occupational characteristics, and unreasonable talent training program setting

At present, the common problems existing in ordinary colleges include unreasonable vocational teaching talent training program setting, lack of occupational characteristics, and lack of "professional" characteristics from the formulation of talent training program to the selection of vocational education course contents and teaching mode. The previous traditional secondary vocational education mode shall be changed for the application-oriented universities. During the vocational education teaching, the teaching contents shall be based on improving the abilities and skills towards the reform of vocational teaching method.

3.2. Teaching contents lagged behind and deviated from contemporary requirements

It refers to the teaching contents lagged behind and deviated from era development during the vocational education teaching. The teaching contents are selected randomly and confined to the contents of teaching materials and constrained by the teaching materials. It is required to specify that the teaching materials shall be the auxiliary tools of teaching, and pay attention to whether the contents of teaching materials are old and deviated from the modern life and whether the formulation and use of teaching materials will promote the implementation of talent cultivation program in selection of teaching materials, screening of teaching materials and design of practical contents, which shall be adjusted accordingly in time to comply with the requirements of the times.

3.3. Inconspicuous professional attributes and insufficient professional feelings

From the source of students, the professional attributes of students are not obvious, and the professional feelings are insufficient as well. When applying for college and major, many students are not clear about the professional attributes of vocational education and lack the professional feelings. During teaching, students have no clear understanding about the composition of knowledge and skills of vocational education, and most of them have no basic professional quality. A large number of vocational education undergraduate colleges are awkward in the

selection of students, and students have weak professional knowledge and insufficient professional feelings. In the college entrance examination, the major is selected often based on the judgment of college entrance examination score. Therefore, the "passive" selection is also an important reason for students' lack of professional feelings and enthusiasm for learning. Such passivity is not only adverse to the formation of positive occupational psychology, but also affects the post-employment psychology, and influence the loss of talents against the stability and virtuous cycle of vocational education. The passivity of student selection has also determined that more high-quality teaching resources shall be invested colleges while teaching to find a way out in the competition.

3.4. Limited teaching mode, and lack of "professional" features

The traditional teaching mode is often applied for the vocational education course teaching mode, lacking the "professional" specialized characteristics, particularly the practical characteristics of operation in occupation. During the higher education teaching, teacher's knowledge composition will also affect the teaching mode. They also use the teaching mode learnt in university in most cases for teaching. Besides, due to lack of professional practice, the "professional" specialized characteristics are lacked while teaching. Students are difficult to link theory with practice and practice what they learnt.

3.5. The subject of teaching evaluation is unclear and the evaluation is simple.

The form of examination is often taken as the evaluation method of vocational education course teaching, with unclear teaching evaluation subject and simple evaluation existing. This single evaluation method dominated by teacher evaluation is adverse to the self-evaluation of students on the one hand, and the evaluation based on teachers will cause one-sided and unitary teaching tendency against the development of vocational education.

3.6. Insufficient interdiscipline knowledge reserve and weak occupational comprehensive ability

Teachers' interdiscipline knowledge will also affect students' comprehensive vocational ability. In vocational education, the knowledge composition of teachers is mainly based on the subject. The disciplinary problems will be treated from the perspective of discipline often; the

perspective will be relatively unitary. Therefore, in the process of vocational education, lack of interdisciplinary knowledge reserve and narrow scope of vision make easy discipline discussion and teaching based on the discipline itself, which weaken the students' vocational comprehensive ability.

4. PRACTICE PATH FOR SUCCESSIVE TEACHING PATTERN OF VOCATIONAL EDUCATION UNDER THE CONCEPT OF OBE

4.1. Adjustment of content setting, and highlight of occupational characteristics under output orientation

To change the current situation of "discussing strategies on paper" in vocational education teaching at present, it is required to optimize the talent training program, design and optimize the course setting, and define the "professional" teaching contents. Second, the courses shall be set systematically in need of a certain logic structure to assist the students in achieving the capability objectives and enable the students to understand the learning contents in the whole stage, so that the students will organically link the knowledge learnt. The disciplinary knowledge learnt by students is not isolated, so that the students will grow more "vocationally" and systematically to obtain advantages for students in the future work competition and to give full play to one's strengths in the future work.

4.2. Stimulation of professional feelings, and guidance on students for personalized career planning

As the guide of students, teachers play an important role in the process of students' vocational education. The student must study systematically as per the training target and have a systematic plan for better learning effect. However, each student has a unique personality and different interests, and teachers shall help and guide them to form their own unique and personalized career planning scheme while learning in universities. Students can be provided with templates, examples and role models, so that the reference is possible for students when understanding their own situations. It is also possible to design a "career growth stage package" for students, and set a test indexes at each stage to help students choose the direction of growth according to their interests and specialties.

4.3. Establishment of "pre-employment leading-in" teaching mode, and formation of dynamic, three-dimensional and multidimensional evaluation system dominated by college-enterprise linkage

While teaching, the mode of college-enterprise linked cultivation is implemented. It is required to build the "working" environment for students before employment, provide useful experience, and promote students to learn actively and effectively. From evaluation system, the "pre-service leading-in" and the classroom teaching modes shall be built. Before the students work in the kindergarten, and the classroom shall be built as a workplace. The vocational teaching shall be throughout, and the vocational education concept shall be introduced, so that the teaching becomes three-dimensional and effective consistent with market reality.

Besides, teachers shall not be the evaluation subject any more, and the evaluation shall be more diversified. Practice is the basis of theory, and vocational skill teaching requires the work practice test. Therefore, the enterprise will be regarded as the first place of practice. It is possible to absorb the experience of theory teaching in colleges and improve the quality of practice, and the theory can be tested in practice as well. The practice is promoted into theory, which in turn guides the practice teaching, so as to drive the development of vocational education. The evaluation of vocational education teaching shall also be dynamic, three-dimensional and multidimensional. Due to the specialty of vocational education learning, only the teaching which balances the vocational education major with developmental perspective, dynamic orientation, three-dimensional trend and multidimensional angle is scientific and consistent with social and teaching development laws.

4.4. Optimization of teaching mode and cultivation of students' practical ability step by step

While teaching, it is required to fully understand the students' demands, select suitable teaching methods, optimize the teaching means, and take full advantage of modern education technologies and such teaching modes and resources as mooc and spoc to improve the students' participation and scientific research ability, train them with the capabilities to thoroughly learn, discover problems and solve problems. The teaching mode will be validated effectively through teaching practice. It is necessary to change the room into functional room, and break through the limited class time, limitation of teaching contents and the traditional vocal music learning mode in teaching of "demonstration by teachers and learning by students", to cultivate the professional practical ability of students by the "pre-employment leading-in" teaching.

4.5. Expansion of horizons, reserve of knowledge based on interdisciplinary thought comprehensively and attention paid to enterprise practice to make up occupational comprehensive ability

While paying attention to the vocational teaching, we should also pay attention to the dynamic condition of activities of the front-line enterprises. Except for focusing on the dynamic development of domestic vocational education, we shall also emphasize foreign dynamic development. In the market, many enterprises have already possessed strong R&D ability and talent reserve training ability. This excellent teacher-training guidance have reminded that we shall not only expand our vision and reserve the knowledge in a multi-dimensional way based on interdisciplinary thought, but also pay attention to the practice of enterprises to supplement the development of students' occupational comprehensive ability. Only in this way, we will reasonably learn from excellent achievements of others and promote own development of teaching and market, so as to boost the progress of vocational education. Besides, the teaching shall be strengthened as well based on the professional specialty of students in enterprise events to enable the students to exert the "advantages" during integrated development. The students' speciality is classified in a specialized way, forming the personalized features, to make the students have the "directional" ways while "all-round" for the employment distribution. When the student is employed, such obvious "advantages" will assist the employment of students, so as to promote the development of vocational education.

5.CONCLUSION

Curriculum reform under the background of application-oriented undergraduate transformation should adjust the content settings, highlight the output-oriented professional characteristics, stimulate professional feelings, guide students in personalized career planning, and construct a "pre-employment introduction" teaching model To form a dynamic, three-dimensional, and multi-dimensional

evaluation system based on the linkage between colleges and enterprises, optimize the teaching model, and gradually cultivate students' practical ability, reserve knowledge from multiple aspects with cross-disciplinary thinking, and attach importance to corporate practice to complement professional comprehensive capabilities to promote Deep integration of teaching and practice.

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