

The Application of OBE in Business Education

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ABSTRACT

It is not only the policy guidance of China's higher education but also the internal demand for the development of colleges and universities to comprehensively improve the level of specialty construction and accelerate the connotation construction. This paper attempts to use the OBE education concept to set business professional standards. Based on fully demonstrating the necessity of setting business professional standards, this paper deeply analyzes the gap between the current professional construction and professional standards and puts forward the basic ideas for the design of business professional standards.

Keywords: OBE concept, Professional certification, professional standards

1. INTRODUCTION

In 2018, the Ministry of education canceled 416 majors, and in 2014, 66 specialties were canceled, which increased 6 times in just five years. From the current trend, there may be more majors facing the fate of integration, optimization, cutting, and cancellation in the future. Business majors, such as economics, are not immune. During 2014-2016, none of the universities withdrew this major. Since 2017, six universities, including Beijing United University and Shenyang Normal University, have abolished economics. By 2018, the number has increased to nine. At the same time, the number of students majoring in business in private colleges and universities shows a sharp decline trend. Takings University as an example, the number of business students at s University decreased from 9000 in 2015 to 5000 in 2019, nearly half of which in four years. In a sense, the private business major has the pressure of connotative development of higher education and the urgent need for its own survival and development, so the reform of specialty construction is imperative. Because of the characteristics of business major in private colleges and universities, no model can be copied. Only by active exploration and continuous optimization of professional construction can it work. At present, we can try to use the OBE concept to set up the construction of business majors to provide a new construction idea [1-3].

2. THE NECESSITY OF SETTING PROFESSIONAL STANDARDS FOR BUSINESS

Using the OBE concept to explore the new path of business specialty construction, then, the first task is to formulate professional standards of a business subject in line with professional certification level. Based on the two reports of "understanding the accreditation standards, doing a good job in professional self-evaluation" by

Professor Le Qinghua of East China University of science and technology and "mathematics major accreditation and Reform in Colleges and universities in the new era" by Professor Zhou Hongjun of Shaanxi Normal University, this paper starts from the perspective of professional certification and curriculum quality evaluation, combining with the problems in the process of formulating business professional standards and curriculum standards in s University, It is proposed that the commercial specialty should refer to the idea of engineering professional certification to formulate professional standards, to lay a good foundation for further improving the professional construction effect.

At present, after more than 10 years of accumulation and construction, the international economy and trade specialty of s University have entered the provincial first-class professional construction sequence in 2019. On the one hand, from the perspective of the goal and task of the first-class specialty construction, efforts must be made in the direction of professional certification, and professional standards should be formulated according to the specifications of professional certification; on the other hand, as the only business major in the whole university to enter the category of first-class specialty construction at the provincial level, the major of international economy and trade has the foundation and responsibility to be among the first batch of economics and management majors participating in professional certification With its own demonstration and leading role, it radiates the rest of the business majors, leads the specialty construction to a new level with advanced and scientific professional standards, and leads all business majors to get out of the predicament of serious shrinking student source and difficult specialty construction.

3. THE GAP BETWEEN THE CONSTRUCTION OF A BUSINESS MAJOR AND THE CERTIFICATION STANDARD

Although there is no template to copy the business professional standards, the rigorous and comprehensive engineering education certification system proposed by Professor Le Qinghua has a strong guiding significance. Professor Le put forward the framework of Engineering Education Accreditation System: students are the center, training program and graduation requirements are the guidance, curriculum system, teaching staff and support conditions are the guarantee to achieve the goal. This paper tries to find out the gap between the construction of commercial specialty and the certification standard, to put forward effective suggestions for the establishment of professional standards.

3.1. The Gap with “Student Center”

Le Qinghua believes that the student center should be embodied in four aspects: the quality of students, student guidance, academic tracking, and credit recognition.

(1) Quality of students. There is no serious analysis and Research on the quality of students in the existing majors. For example, can the specialty clearly explain the attraction of excellent students? Is it not true or there is, but it is not clear?

(2) Student guidance: whether the major interprets the training program to the students and helps them understand the professional training objectives, graduation requirements, curriculum system, and their relationship. Student guidance needs to be promoted from two aspects: professional and teacher. Whether the student guidance focuses on the achievement of graduation requirements, whether the teacher interprets the syllabus to students, explains the relationship between curriculum objectives and graduation requirements, guides students to study purposefully, and whether students can evaluate their learning effectiveness and teaching quality according to the requirements of the syllabus. For example, every major has a professional introduction. The tasks of this course include: first, to interpret the training program; second, to help students understand the professional training objectives; third, graduation requirements; fourth, the curriculum system and its relationship with each other; in fact, the course of “Introduction to specialty” may not have reached these basic requirements. Each course has a course task. For example, to interpret the syllabus, we should explain the relationship between curriculum objectives and graduation requirements, and guide students to study purposefully. These are still weak shortboard, students learning without a sense of purpose, direction, no motivation to learn, the teaching and research section also has a certain responsibility.

(3) Academic tracking. The tracking evaluation of learning and the assessment standard of practice course is the

outstanding problems in the field of professional construction. For example, the goal orientation of a professional social practice course is too simple. Why did this happen? Because there is something wrong with the graduation requirements and decomposition objectives of this major. If there is a wrong understanding of the supportive relationship between the professional graduation requirements and the decomposition objectives, it will be more difficult to sort out the supporting relationship between the subsequent course content and the graduation requirements. It is difficult to guarantee the effect of professional construction with such professional standards and curriculum standards.

3.2. The Gap with “Training Objectives and Graduation Requirements”

The training objective is the overall description of the professional and professional achievements that the graduates of this major can achieve in about 5 years after graduation (the expectation of career development ability). The first is to make clear the training orientation, that is, service orientation and talent orientation; the second is the expectation of professional ability. For example, according to this requirement, we can see that there is no service orientation for the training objectives of a certain specialty. The major must have clear, open, and measurable graduation requirements, which should support the achievement of training objectives. The graduation requirements of the major should cover 12 items, such as engineering knowledge, problem analysis, design, and development. According to the characteristics of our business major, it is suggested to start from the aspects of economic knowledge, problem analysis, trade, and marketing scheme design, business professional research, use of tools, professional ethics in business, personal and team, communication, lifelong learning, etc.

3.3. The Gap with “Curriculum System and Teaching Staff”

There is a deviation between the curriculum system and the primary task of colleges and universities. At present, the curriculum system and content are designed only from the perspective of professional development and job requirements, ignoring the cultivation of all-round development personnel, and the cultivation of moral quality, team cooperation, communication, and lifelong learning ability, so there is the problem of “educating talented and infertile people”. In fact, the shortboard of cooperation and communication between student teams has been highlighted in the teaching of experimental practice course in recent two years. In the classroom activities and examinations, it also shows the lack of students’ problem analysis ability, not to mention the requirements of high-level ability such as design scheme and innovative research [4].

The teaching staff does not match the expectation of specialty construction. At present, most of the teaching staff are masters and lecturers, which can meet the basic teaching requirements, but there is still a big gap with the expected professional construction. At the same time, the existing doctoral research assessment orientation is not in the professional construction, the driving effect of high-level talents on professional construction is limited, the curriculum construction has reached a deadlock, and the enthusiasm of teachers is not high.

training, “target orientation, basic quality, professional quality, service field, and talent positioning” are indispensable.

Secondly, the goal of professional personnel training -- decomposition goal: the decomposition goal comes from the general goal, but it is not simply divided into several items. The decomposition target is the corresponding refinement of the general objective, which should reflect that each point of the decomposition target corresponds to a part of the “basic quality, professional quality and service field” of the general objective.

Thirdly, we can refer to “political literacy and professional ethics; professional basic ability; career development”

4. LOGICAL RELATIONSHIP AND SUBDIVISION TABLE OF KEY ELEMENTS SYSTEM OF COMMERCIAL PROFESSIONAL STANDARDS

First of all, the goal of professional personnel training -- the general goal: determines the training objectives in the talent training program, and matches with the personnel

Table 1 Business major goal decomposition, graduation requirements, and subdivision index points

Major goal	Major goal decomposition	Graduation requirements	Subdivision index points
	Political accomplishment and professional ethics	1.Ideological and political cultivation	1.1 To have correct political direction, firm belief and strong patriotic spirit; 1.2 To have a scientific world outlook, outlook on life and values; 1.3 To consciously abide by social ethics and professional ethics, work, and live following the law.
		2.Professional ethics	2.1 To have a positive understanding and evaluation of the significance and value of the work they are engaged in; 2.2 To abide by professional ethics and professional norms; 2.3 To enrich their own cultural cultivation, dialectically view the problems in life and work with scientific methods and correct values; 2.4 To unite students, respect others, be full of love, responsibility, and dedication.
	Professional basic ability	3.Theoretical knowledge	3.1 To have a solid mathematical foundation and Humanities and social sciences knowledge; 3.2 To have solid basic knowledge in the field of economy and management; 3.3 To have professional knowledge.
		4.To analyze and solve the problems in the field of study	4.1 To be able to use the professional knowledge to solve the comprehensive problems in the professional field; 4.2 To be able to complete the corresponding post-work efficiently under the guidance of the task; 4.3 To be able to complete the professional business work independently or in cooperation with the team.
		5.To use modern tools and related operating platforms	5.1 To be able to select and use appropriate information retrieval tools, computer tools, statistical measurement tools, etc. according to business needs; 5.2 To be able to select appropriate research tools and platforms for hot issues in the business field.
	Career	6.Communication, coordination, and	6.1 To be able to effectively communicate and communicate with peers and the public on comprehensive and complex issues in the business field; 6.2 To

	development ability	leadership	be able to master one or more language tools.
		Table 1, cont	
		7.Teamwork	7.1 To have a sense of teamwork and play the role of an individual, team member, and leader in a team with a multi-disciplinary background.
	8.Professional high-level ability	8.1 To have a deep understanding of the business environment and have the ability of business operation, business development, and risk prevention;	
Lifelong learning and innovative growth	9.Innovation and Entrepreneurship	9.1 To be enterprising and explorative, and be able to select appropriate market research means and methods to carry out design, creativity, innovation, and entrepreneurship projects.	
	10.Lifelong learning ability	10.1 To have the consciousness of self-learning and lifelong learning, and have the ability of continuous learning and adapting to development.	

5. CONCLUSION

In this paper, professional standards as a breakthrough point, learn from the existing engineering professional certification and teacher professional certification standards to study the top-level design of business professional standards. Firstly, the training objectives and graduation requirements are sorted out, and then the supporting relationship between the courses and the graduation requirements and the evaluation table for the graduation requirements of talent training quality is sorted out. The evaluation form of the degree of achievement of graduation requirements needs to be considered from the perspective of evaluation and filing, which are the necessary assessment materials and assessment methods to ensure the achievement of the goal. The formulation of curriculum standards is based on professional standards and talent training programs. The correct understanding of professional standards and talent training programs is the basis of curriculum standards. Curriculum standards need to further support the relationship between self-certification, graduation requirements, and training objectives. At present, the business major of s University has completed the formulation of all professional standards, and the next step is to continue to develop the curriculum standard template and promote its application.

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