

On the Construction of All-Round Open Teaching Mode of Physical Education Major in National Local Colleges and Universities Under the Concept of OBE

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ABSTRACT

Along with the new era to the sports teacher training talented person's request unceasingly enhances, the national local university sports specialized faces the multi-aspect challenge, needs to make use of the omni-directional open pattern to carry on the deepening reform, adapts the new time request, promote the quality of talent output quickly. Through the method of literature, interviews and other research methods, through case-based research, analysis of the problems of physical education in ethnic local colleges and universities, some measures are put forward, such as strengthening national cultural self-confidence, interdisciplinary curriculum design, deepening social practice and industrial cooperation, introducing external professional resources and establishing open learning platform. The purpose of this paper is to provide reference for the overall improvement of teaching quality of physical education specialty in ethnic universities and to promote the better combination of subject development and actual needs.

Keywords: OBE concept, National local university, All-round Open mode, Teaching construction.

1. INTRODUCTION

Under the background of pushing forward healthy China and a strong sports country, the physical health of young people has been paid more and more attention, and the requirement of the Society for the physical education teachers has become higher and higher, more strict standards have been set for the graduation conditions and training objectives of P. E. Majors, and higher requirements have been put forward for the training quality and training objectives of P. E. Majors. Higher normal education is the cradle of basic education teachers, [1] as local universities in ethnic areas, they shoulder the important mission of training local ethnic talents, it plays a key role in the economic and social development of ethnic areas, and also provides basic guarantee for people's happy life. The quality of talents output of physical education specialty in local colleges and universities is very important to the development of physical education in minority areas, and the development of physical education in minority areas also plays an important role in the

development of National Physical Education. The quality of physical education professionals focuses on the quality of professional teaching. While cultivating students' overall quality, the teaching of physical education in Universities for nationalities is also faced with the problem of coping with the complicated and changeable social needs, traditional teaching method can not meet the needs of sports talents in the new era. Therefore, colleges and universities urgently need all-round open teaching strategy to improve the quality of sports talents training.

2. OBE UNDER THE CONCEPT OF ALL-ROUND OPEN MODEL OF THE THEORETICAL BASIS

The concept of OBE (Outcome based education) is a kind of Outcome-oriented, student-centered, reverse-design and forward-construction concept for the construction of education system, it is a kind of personnel training method used in the professional certification of teacher education. The OBE education model has changed from "Content-

oriented” to “Student-oriented”, and re-established an open and targeted education structure.[2] The all-round open model is a new teaching idea, which emphasizes the interaction between subjects, the cross-border knowledge and the comprehensiveness of practice. In the teaching of physical education in colleges and universities, adopting all-round open mode can break down the barrier between traditional disciplines and promote students to better understand and apply cross-disciplinary knowledge. Through the introduction of professional education resources in different fields, students can learn sports professional knowledge, at the same time, access to a wider range of knowledge and capacity-building. In the environment of teacher education professional certification, the quality of talent training output is the most important, in the student-centered, output-oriented talent training system, the use of an all-round open teaching model, students participate in professional practice from various forms, thinking and angles, effectively integrate theory and practice, effectively connect pre-and post-work, consolidate and deepen professional knowledge, in order to participate in the process of developing professional skills and innovative ability, to develop individual thinking.

3. PROBLEMS IN THE TEACHING OF PHYSICAL EDUCATION MAJOR IN ETHNIC LOCAL UNIVERSITIES

3.1 Insufficient Self-confidence in Development and Strong Homogeneity in Curriculum

The self-confidence of professional development comes from the firm cultural self-confidence. The ethnic areas are rich in ethnic and folk sports resources. Their unique cultural connotations and details not only display their unique functions in the cultural symbols and ethnic unity, but also in the ethnic groups, there are unique educational functions, mainly in competitive traditional sports activities and performance of traditional sports activities. However, ethnic local colleges and universities are provincial-level colleges and need to participate in sports events organized by provincial education departments, college students' sports associations and other organizations, in order to achieve better results, therefore, the proportion of relative curriculum, second class and sports training was increased, so

that the development of minority traditional sports was ignored or limited. Based on various reasons, the curriculum system, teaching system and practice training of physical education specialty in ethnic local colleges and universities are similar to those of ordinary colleges and universities, lack of self-confidence in national culture.

3.2 The Subject Knowledge Is Single and the Comprehensive Ability Is Insufficient

Under the background of all-round opening, the teaching of physical education in colleges and universities is faced with a series of challenges. First, the traditional curriculum and teaching methods have not adapted to the diverse needs of students. Secondly, subject isolation leads to students' lack of cross-disciplinary literacy. The demand of the Society for sports teachers is more and more complicated. It not only pays attention to the comprehensive ability of practice and application, but also pays attention to the cooperation ability and development potential. Through the interview, we know that the general curriculum only pays attention to the classroom intuitive evaluation of the learning effect, the subject of comprehensive ability to train less. The construction of the teaching system and the breakthrough of the integration of the subjects in the ethnic local colleges and universities are all limited, it is mainly embodied in a series of problems, such as the conservatism of teaching innovation, the limitation of expanding the curriculum, and the singleness of the evaluation system, which hinder the realization of the training goal, it is difficult for the output of talents to meet the higher demand of modern society for sports talents.

3.3 The Hands-on Programmes Are Limited and the Interface with the Industry Is Not in Place

The practice curriculum is the main platform for pre-service education and training of comprehensive sports talents. The “What kind of person” the school expects the students to become does not coincide with the “What kind of person” the employment unit wants, will result in the lack of industrial convergence. The main results are as follows: first, the research on professional demand is not enough, and the result goal deviates from the actual demand, which leads to the inaccurate output of talents; second, the practice curriculum has a

single form, such as three exercises, the design of the practice plan and the need to prepare for the evaluation are all arranged in primary and secondary schools, and the larger employment positions such as clubs and health institutions are not involved. Due to the reduction in the employment of teachers, the practical courses are not closely related to the students' actual employment practice. Third, the practice curriculum "Double tutor" system evaluation mechanism has not been implemented, resulting in the role of two tutors ambiguous, students affected by the practice effect.

3.4 The Resource System Is Fixed and the Professional Vision Is Limited

Curriculum resources are the important content of curriculum construction and implementation, resource system is the important carrier of curriculum objectives in personnel training, and the sum of all curriculum objectives is the achievement of graduation conditions, it is also the expected realization of the talent training goal. Therefore, in order to train comprehensive sports talents to adapt to the new era, the choice of open curriculum resources is particularly important. From the survey results, the solidified system of curriculum resources generally exists in the curriculum of physical education major in ethnic local colleges and universities, it is mainly embodied in the course knowledge textbook, the evaluation system solid, the skill development localization, the practice platform unitary. First, professional curriculum knowledge is mainly concentrated in textbook knowledge, and the knowledge of related occupations and industries is insufficient, which leads to the limitation of academic professional field of vision, "Dead knowledge", "Old knowledge" and other solid-state evaluation methods accounted for a larger proportion, students of professional development and Self-worth thinking enough, forming a vision of the limitations; third, professional skills targeted limitations, fourth, in terms of the practice platform, the main practice base is the school, which is not close to the modern sports teaching industry, talent output standard fixed, resulting in limited employment awareness.

4. OBE UNDER THE CONCEPT OF AN ALL-ROUND OPEN MODEL OF NATIONAL LOCAL COLLEGE SPORTS TEACHING STRATEGY

4.1 Cultural Openness and Self-confidence

Culture embodies the trace of a nation's historical development and is the spiritual pillar and strength of the Chinese nation. Cultural self-confidence is the main will of national culture protection and inheritance. Only cultural self-confidence can better tap and use cultural functions and develop national regional characteristics. The ethnic local colleges and universities are the local colleges and universities running in the ethnic areas, which have the unique geographical and cultural advantages, in order to forge a strong sense of Chinese Volksgemeinschaft, we should integrate national sports culture into classroom and campus sports culture to form a model of cultural openness. On the basis of the organic integration of local national culture and campus culture, we should form a cultural synergy, to create the characteristics of ethnic local colleges and universities, to guide students to clarify their historical positioning, broaden their horizons, and enhance cultural confidence. [3] first, the national sports project enters the curriculum, the curriculum design enables more students to contact and understand the national sports culture, and can use the national sports project to carry on the practice. Secondly, the school sports competition, through college competitions, school games and other competitions, to create a national cultural atmosphere, personally feel the joy of national culture, cultural identity cohesion, to foster a strong sense of Chinese Volksgemeinschaft and enhance cultural confidence.

4.2 Open Curriculum Design with Cross-disciplinary Integration

The demand of the Society for sports talents is more and more complicated, so colleges and universities should pay more attention to the training of students' practical application ability. Therefore, the teaching needs to innovate, expand the curriculum, promote the cross-discipline, train the comprehensive quality of students, in order to meet the higher requirements of Modern Society for sports professionals. First of all, through interdisciplinary integration, can break down the traditional disciplinary barriers, teachers and

students results-oriented, according to the design of learning activities teaching and learning, [4] and the sports specialized carries on the organic union with the related domain, creates the pluralistic study experience. For example, the knowledge of Biomechanics and anatomy is integrated into sports training courses to make students deeply understand the mechanism of body movement. At the same time, this kind of comprehensive curriculum design is helpful to train students' cross-field thinking ability, and make them have more comprehensive professional quality. Secondly, interdisciplinary curriculum design can also stimulate students' interest in the subject and innovative potential. For example, the combination of sports and psychology, the design of psychological tactics curriculum, so that students understand the psychological quality of athletes to improve team performance. This kind of design not only makes the student get the exercise in the specialized skill, but also trains them to the complex question deep thinking and the problem-solving ability. In addition, interdisciplinary integration can also meet the social demand for multi-functional, all-round development of sports professionals. In the comprehensive ability training, students can better adapt to the future diversity of the work environment, not only confined to the traditional sports field. Finally, through the construction of open academic exchange platform, to promote inter-disciplinary team cooperation, to promote sports teaching model innovation, to train more creative and practical ability of high-quality sports professionals.

4.3 Social Practice to Open up and Deepen Co-operation with Industries

The deepening of social practice and industrial cooperation is an important strategy for the construction of college P. E. Teaching based on the all-round and open model. First of all, by deepening social practice, students can apply the knowledge in the real field of sports, theory and practice organic combination. For example, close links with local sports clubs, schools or health institutions provide students with practical teaching and internships that enable them to better understand the application of professional knowledge in practice. At the same time, the deepening of social practice is also helpful to cultivate students' ability of teamwork and communication. Through interaction with professionals from all walks of life, students can better adapt to the actual work environment, improve the ability to solve practical problems. In

addition, in-depth cooperation with professional institutions and enterprises, but also help schools better understand the needs of industry, adjust and optimize the physical education curriculum more closely to the actual professional requirements. Second, the deepening of industrial cooperation can provide students with broader opportunities for career development. Through cooperation with related industries, students have the opportunity to participate in practical projects, build professional relationships, and enhance employment competitiveness. Working with sports equipment companies, health clubs and the like, for example, provides internships and employment opportunities for students to integrate into the workplace after graduation. In addition, deepening social practice and industrial cooperation can also promote the transformation of scientific research results. Close cooperation between schools and industry can accelerate the application and promotion of scientific research, promote the deep integration of industry, education and research, and provide more high-level sports professionals for the community. Finally, by establishing a two-way information transmission mechanism, schools can more flexibly adjust teaching content to adapt to the changes in industrial development, and ensure that teaching and practical needs closely match, connect with the last kilometer of industry.

4.4 Open Source and Sharing of External Professional Resources

The introduction of external professional resources is a key strategy for the construction of physical education teaching in colleges and universities to promote the implementation of an all-round open model. First, by bringing in external professional resources, students gain access to advanced knowledge and technology from the field of actual work. For example, professional professionals, successful sports practitioners or experts in related fields are invited to give talks and workshops to provide practical and professional insights to students, help them to better understand and apply what they have learned. At the same time, the introduction of external professional resources will help broaden the horizons of students, so that they have a deeper understanding of the different directions of sports major. By interacting with professionals both within and outside the industry, students can gain a more comprehensive understanding of the development trends of the sports industry, emerging fields and the needs of the job market. Secondly, the involvement of

external professional resources can also stimulate students' interest in professional development and cultivate their vision and planning for future careers. In addition, the introduction of external professional resources will help to update and optimize the teaching content, gain more energy and time to optimize teaching design and improve student learning. [5] industry experts can provide the latest industry trends, research results and practical experience in a timely manner, so as to bring the teaching content closer to the actual needs and keep the education and industry development in step. This kind of real-time update is very important for cultivating sports professionals with strong adaptability and high innovation consciousness. Finally, by establishing partnerships with companies and research institutions, schools can also provide students with more internships, training and research opportunities, enabling them to gain experience in a real work environment, improve the overall quality. Finally, the introduction of external professional resources also provides more cooperation opportunities for the development of teaching staff, and promotes in-depth cooperation between schools and enterprises, so as to promote the teaching level of physical education in colleges and universities.

4.5 An Open Learning Platform Incorporating Diversified Educational Resources

The establishment of an open learning platform is an important strategy for the construction of college P. E. Teaching based on an all-round open model, curriculum adhere to the "Innovative content of the curriculum, the process of universal innovation, innovative works of achievement" concept.[6] First of all, by building an open learning platform, schools can provide students with a diversified and autonomzous learning environment. This platform can include online courses, virtual laboratories, subject communities and other ways, so that students can freely choose the content and learning methods according to individual differences and subject characteristics, promote personalized, customized learning path. At the same time, open learning platform can also promote the sharing and cooperation of resources between schools and enterprises. Schools can form alliances with other universities and industry partners to jointly develop and share quality educational resources and provide students with a wider range of subject knowledge and practice opportunities. Through cooperation, the school can

also introduce more professional resources, so that the learning platform more authoritative and practical. Secondly, the open learning platform is helpful to promote the information construction of sports major. Students can access learning resources anytime and anywhere through online learning platform to improve the flexibility and convenience of learning. Teachers can also use the platform to carry out online teaching, interactive discussion, assessment and other teaching activities, to promote the diversity of teaching methods and innovation. In addition, by establishing an open learning platform, schools can better track student learning process, personalized subject guidance and guidance. The platform can record students' learning trajectories and provide students with personalized academic advice through big data analysis to help them better plan their academic and career development. Finally, the open learning platform also provides more opportunities for students to participate in practice, social practice. By connecting with the actual work scene, students can participate in practical activities such as projects and simulation experiments on the platform to enhance their practical operation ability and problem-solving ability. The construction of this kind of open learning platform is helpful to cultivate high-level sports talents with more innovation and practical ability.

5. CONCLUSION

With the introduction and popularization of all-round open mode, the teaching mode of physical education in colleges and universities needs constant innovation and optimization. We should actively explore ways of interdisciplinary integration, deepening social practice, introducing external professional resources and establishing open learning platform to construct flexible and diverse teaching system under the achievement-oriented mechanism. Strengthening interdisciplinary cooperation, focusing on practical application and focusing on the convergence of talent output, can not only meet the needs of students and improve the quality of teaching, more conducive to the training of social needs and professional standards of comprehensive high-quality sports professionals, professional all-round development to lay a solid foundation.

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