

# Reform of Endogenous Training Mode for Physical Education Teachers in Ethnic Local Universities Under the OBE Concept

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## ABSTRACT

Ethnic local universities shoulder the responsibility of training teachers in ethnic areas, interrupting the intergenerational transmission of educational poverty, and improving the culture and quality of the people in ethnic areas. The article uses research methods such as literature review, interview, and case study to explore the connotation and value of endogenous development in ethnic local universities, starting from the educational philosophy of OBE. It analyzes the issue of endogenous development of physical education teachers in ethnic local universities under the OBE philosophy and proposes the formation of an endogenous classification optimization training model under the OBE philosophy; The construction of the teaching staff and the quality of endogenous cultivation of radical talents; Providing high-quality services to local areas and providing reverse support for endogenous training objectives; Highlight the characteristics of the school and stimulate the overall endogenous development momentum; Vertical circulation - horizontal collaboration, promoting internal synergy and other development paths. In order to reflect on and reform the quality of physical education teaching in ethnic local universities, strengthen the high-quality development of basic education in ethnic areas, effectively promote internal growth, and accelerate the realization of educational equity.

**Keywords:** OBE educational philosophy, Ethnic local universities, Teacher training, Endogenous development.

## 1. INTRODUCTION

Ethnic local universities refer to local universities that operate in ethnic areas and are important training bases for talent transfer in ethnic areas. In 1992, the General Office of the State Education Commission issued the "Opinions on Implementing Education Poverty Alleviation in 143 Impoverished Ethnic Minority Counties Nationwide" and the "Guiding Outline for the Development and Reform of National Ethnic Education (Trial)" and other assistance documents for ethnic minority education. A lot of assistance has been given to the funds, materials, teachers, management and other aspects of education in minority areas, and great results have been achieved. In recent years, poverty alleviation and rural revitalization have played a significant role in promoting education quality improvement through education poverty alleviation policies in ethnic

minority areas. The Resolution of the Central Committee of the Communist Party of China on the Major Achievements and Historical Experience of the Party's Century long Struggle, adopted at the Sixth Plenary Session of the 19th Central Committee of the Communist Party of China, pointed out that higher education institutions in ethnic regions should enhance their political stance, base themselves on the actual situation of ethnic regions, focus on the main line of ethnic work, and fully play the special role of ethnic region universities in ethnic unity and progress work. [1] Against the backdrop of documents such as the "Opinions on Strengthening and Improving School Physical Education in the New Era", "Opinions on Revitalizing Higher Education in Central and Western China in the New Era", "Implementation Measures for Certification of Teacher Education Majors in Ordinary Higher Education Institutions (Provisional)", and "China's Education

Modernization 2035", teacher education certification has become an important measure for improving the quality of teacher education and promoting professional construction in China. OBE education has become the mainstream teaching concept for talent cultivation in universities in the new era. As a physical education major in ethnic local universities, it shoulders the responsibility and mission of revitalizing physical education in ethnic areas, promoting the physical health of local youth, and fully implementing the national fitness and healthy China strategy. The key points of "stimulating the endogenous driving force of higher education in the central and western regions" are mentioned in the work points of the Higher Education Department of the Ministry of Education from 2019 to 2023. [2] With the birth of relevant documents such as teacher education professional certification, teacher education majors are entering a critical period of high-quality development. Expanding the problem-solving ideas of ethnic local universities under internal stimulation and external pressure, endogenous development is the main development mode at present and in the future, and it is also the necessary path for quality improvement.

## **2. THE CONNOTATION AND VALUE OF ENDOGENOUS DEVELOPMENT OF TEACHER TRAINING UNDER THE OBE CONCEPT**

### ***2.1 OBE Concept and Value Orientation of Teacher Training***

OBE (Outcome-Based Education) educational philosophy, meaning outcome based education, is a result oriented and student-centered approach to education system construction that adopts reverse design and forward construction thinking. It is a talent cultivation reform method in teacher education certification. From the perspective of connotation, the quality of teacher training output in teacher education majors in universities is the main content for evaluating the teaching quality of universities. Reforming the teaching system based on market talent demand is also the main means to improve the quality of talent training. The OBE educational philosophy emphasizes four questions: what the results are, why, how to do them, and whether they have been achieved, to interpret the implementation and evaluation of talent cultivation, and to track the process and quality of talent

cultivation. From a value perspective, educational talents in ethnic regions mainly come from ethnic universities, and the output of teacher training directly affects the teaching quality of serving the local area. The improvement of teaching quality in ethnic universities is of great significance to the development of basic education in ethnic regions.

### ***2.2 The Mission and Practical Demands of Education for Endogenous Development in Ethnic Regions***

#### ***2.2.1 The Potential Transformation from Poverty Alleviation and Intelligence Support to Internal Stimulation***

In 2015, the State Council issued the Decision on Accelerating the Development of Ethnic Education, which pointed out that it is necessary to stimulate the endogenous potential of ethnic regions and establish a long-term mechanism for improving the construction of the teaching staff. [3] With the assistance of poverty alleviation and rural revitalization, the hardware facilities of schools in ethnic areas have been improved. Through teaching support and training programs, advanced modern educational concepts have also been introduced, and the quality of education in ethnic areas has been significantly improved. However, new problems are gradually emerging. Is this approach a long-term solution? Is modern teaching and classrooms truly suitable for education in ethnic regions for special ethnic education? In the new stage of development, education in ethnic regions should abandon the idea of "waiting and relying", combine advanced educational concepts with practical needs, transform potential, and cultivate high-quality educational talents that meet the actual needs of ethnic regions. This is both an opportunity and a challenge for ethnic local universities. Of course, endogenous development is not about refusing aid, but rather a form of autonomous transformation of education based on aid, and exploring educational reform in ethnic universities on this basis. In the context of teacher education certification, the quality of teacher training output in ethnic local universities is an effective guarantee for improving the quality of education in ethnic areas and stabilizing educational talents.

### 2.2.2 *The Realistic Demands Arising from Education in Ethnic Regions*

The strategy of building a strong education country is the great plan of the Party and the country, and the quality of education is the core and lifeline of building a strong education country. Ethnic minority areas are generally remote and underdeveloped areas, and the quality of education is generally backward. Therefore, education should be improved as a whole, and education balance and fairness are crucial. The core direction of ethnic higher education is to stimulate the strong demand and subjective willingness of the general public to promote the modernization of regional society. [4] Firstly, in accordance with national strategic requirements, the quality of education in ethnic regions should be significantly improved, the education gap should be narrowed, and the country should not be delayed. Secondly, with the continuous development of the social economy in ethnic regions, in response to the practical demands of people's livelihoods, there is a pressing need for future generations to receive higher quality education, achieve modernization of education and urban-rural integration around them, and give birth to education in ethnic regions. Once again, the cultural uniqueness of ethnic regions requires the protection and inheritance of ethnic and folk culture. Under the educational theory of cultural response, achieving coordinated development of diverse cultures requires continuous optimization and reform of education and teaching, enriching educational content, transforming teaching methods, improving educational mechanisms, and exploring ethnic characteristic education and teaching systems. Ethnic universities shoulder the mission of blocking the intergenerational transmission of educational poverty in ethnic regions. [5] Only by innovating and reforming education, teaching, and teacher training, can they respond to the practical demands of education in ethnic regions and achieve educational equity as soon as possible by providing better service to local mechanisms and cultivating more outstanding normal students.

### 2.2.3 *Co-creation and Coexistence of Teaching Quality in Ethnic Universities and Education in Ethnic Regions*

According to incomplete statistics, the majority of talent output from ethnic universities does not come from ethnic regions, but the majority of talent in ethnic regions comes from ethnic universities. Therefore, the quality of talent output in ethnic

universities directly affects the education level and socio-economic development of ethnic regions. On the contrary, the gap in teaching quality and regional cultural specificity in ethnic regions are pressing for teaching reform and reflection in ethnic universities, which in turn promotes the improvement of educational quality in universities. The teaching quality and professional development of primary and secondary school teachers in ethnic regions are also key factors in evaluating the achievement of training objectives in ethnic universities. Only the education co-existence between ethnic universities and ethnic areas and the vertical teaching quality cycle can effectively block the poor generations in ethnic areas, improve the culture and literacy of people in ethnic areas as a whole, and essentially solve the problem of returning to poverty after poverty alleviation and rural revitalization.

## 3. ANALYSIS OF THE ENDOGENOUS TRAINING OF PHYSICAL EDUCATION TEACHERS IN ETHNIC LOCAL UNIVERSITIES UNDER THE OBE CONCEPT

### 3.1 *Strong Homogeneity Leads to Insufficient Endogenous Power*

Under the OBE theory of teacher education professional certification, combined with the high standard output orientation of teacher education universities, facing the unified measurement designated by the state, most ethnic local universities have lagging hardware and software, a shortage of high-quality talents, unclear characteristics, and low achievement, which seriously affects the quality of talent cultivation. The gap between ethnic local universities is obvious due to various reasons, and blindly pursuing high standards of training objectives is unrealistic. Compared with other normal universities, strong homogeneity has become the most fundamental problem. Following the trend and copying without speed is the direct reason for the low achievement rate, which is contrary to the actual situation of development in ethnic areas. The long-term psychological gap leads to the loss of spirit, willpower, and lack of confidence in catching up, resulting in insufficient endogenous motivation. To effectively solve this problem and achieve or approach this standard as much as possible, it is mainly necessary for ethnic universities to follow

the regional characteristic development path according to the actual situation and carry out internal promotion, enhance development confidence, and solve problems such as inadequate key indicators, lagging curriculum concepts, low regional identity, insufficient development confidence, and neglect of characteristic resources.

### ***3.2 The Influence of National Sentiment on Talent Output Is “Unable to Go Down” and “Unable to Stay”***

There are more ethnic minority students in ethnic local universities, with varying levels of proficiency, different motivations for enrollment, and differences in employment intentions. According to the research on the enrollment and employment situation of XX Ethnic College in the past three years, the proportion of ethnic minority students majoring in physical education was 14.6%, 9.2%, and 8.6% respectively. The employment rates in ethnic areas upon graduation were 12.4%, 12.1%, and 6.6% respectively. It was also learned from the teacher in charge of employment that due to the relatively weak knowledge foundation of ethnic minority graduates, those who are willing to return to their hometowns for employment are "unable to leave" due to low admission scores, while other graduates who are admitted to positions in ethnic areas have a high number of resignations due to various reasons, resulting in the practical problem of "not being able to stay". The phenomenon that students in ethnic minority colleges are unwilling to serve ethnic minority areas is worth pondering. There is a certain gap between this and the original intention of ethnic minority colleges and universities. Therefore, for ethnic minority colleges and universities, before demanding the quality of training, it is more important to cultivate ethnic sentiment. On the basis of "being able to go down", then explore the cultivation path of "doing well".

### ***3.3 There Is a Gap Between Curriculum Philosophy and Talent Output***

The main line of "talent demand - training objectives - graduation requirements - course objectives" in teacher education certification is implemented in the curriculum. In other words, the course objectives are to support the achievement of graduation requirements, and graduation requirements directly affect the achievement of training objectives. Therefore, the key to talent cultivation lies in the course. Combined with the

positioning of the school, what kind of people are cultivated, namely the training objectives, which are achieved through graduation requirements supported by the determined courses. Research has found that there is a phenomenon of lagging curriculum concepts in the process of talent cultivation. Some teachers use their own designed process and summary assessment methods in order to easily achieve the supporting relationship between course objectives and graduation requirements, without sufficient argumentation, resulting in inappropriate or unsupported assessment and evaluation methods. This leads to insufficient ability cultivation of students, which cannot truly meet graduation requirements and affects the achievement of training objectives, resulting in a mismatch between training and output.

### ***3.4 Insufficient Internal Drive in the Service Area***

Modernity is the era's perspective of the endogenous development of education in ethnic areas [6]. Ethnic local colleges and universities are the helmsmen of the implementation of education modernization in ethnic areas. In terms of local services, they are mainly carried out under external driving through "Top 100" volunteer education activities, three trips to the countryside, state-level sports games, some county-level basketball and football volunteer education services, provincial trade unions and education bureau, etc. Less active services. This "task-type service" results in inadequate work thinking, and it is difficult to get inquiry and discovery returns under task-driven conditions, and the self-development ability exercise of the service areas is not obvious, and the lack of self-development ability has become a key hindering factor for the modernization of ethnic areas.

## **4. REFORM PATH OF ENDOGENOUS TRAINING MODE FOR PHYSICAL EDUCATION TEACHERS IN ETHNIC LOCAL UNIVERSITIES UNDER THE OBE CONCEPT**

### ***4.1 Developing an Endogenous Classification Optimization Training Model Under the OBE Concept***

The thinking and exploration of the requirements for physical education teachers in

ethnic local universities mainly reflect the combination of the national, local, teacher training, and educational foundations of local universities with the social needs of ethnic regions, focusing on cultivating applied, skilled, and comprehensive professional talents. At the same time, combined with local educational ideas and positioning, professional construction, and talent cultivation, the internal promotion and external pressure of similar ethnic universities' physical education teacher training are classified and compared to find advantages and gaps. Firstly, based on the actual needs of ethnic universities serving ethnic regions and the talent standards and development trends of the physical education industry, to sum up the development ideas of the national local colleges and universities under the internal promotion and external pressure of PE teacher training, and formulate a scientific and reasonable curriculum system. This system will include general courses, teacher skills courses, compulsory courses, professional expansion courses, vocational education courses, comprehensive practical courses, etc., and pay attention to ethnic sentiment, strengthen professional foundation, expand professional channels, implement talent training reform through classified training, and then implement the reform and optimization of the curriculum system and organize its implementation. Secondly, starting from school-based curriculum, ideological and political curriculum, national characteristic curriculum, and practical training, we should stimulate teachers and students' enthusiasm for endogenous development, optimize curriculum content and structure, form a multi-channel and multi-form endogenous development curriculum system, and effectively promote the achievement of training goals. Thirdly, in order to meet the social needs of results-oriented goals, face the current defects and output problems of talent training, based on local resources, based on regional characteristics, pay attention to national feelings, strengthen professional foundation, broaden professional channels, enhance development confidence, and promote characteristic development of endogenous development talent training reform, and implement the development model of classification and optimization training.

#### ***4.2 From the Construction of the Teaching Staff to the Endogenous Cultivation Quality of Radical Talents***

Implement the endogenous development mode of teaching and research growth community among

college teachers, promote teaching reform in group mode, rapidly improve teachers' ability and quality, form a unified education ideology, education results are obvious, and effectively improve the quality of output. Among university teachers, their ethnicity, age, professional ability, educational ability, and research ability vary greatly. In the teaching discussion to explore the implementation of teaching and research growth community of endogenous development model, moving from effective teaching and research to in-depth teaching and research, adopting a "learning + research" teaching and research growth community model. Firstly, go out in batches to learn new ideas, theories, and methods, and conduct in-depth discussions internally to combine the educational concepts of the new era with the actual situation of ethnic universities, exploring a teaching reform path that meets the requirements of the times and regional characteristics; Secondly, the development of school-based curriculum is an effective way to promote the construction of the teacher team. The development of professional and ethnic project courses takes the growth community of professional groups as the starting point, comprehensively conducts research and development from the historical sources of projects, teaching content, teaching methods, and evaluation systems, and quickly promotes the joint improvement of teachers and teaching quality; Once again, give play to the principal role of teachers, lead students to carry out comprehensive practical activities to serve the local area, conduct real-time research on education in ethnic areas based on the new era of teaching and research, accurately grasp the teaching level and talent needs in ethnic areas, adjust teaching content and methods, quickly improve the abilities and qualities of normal students, promote the construction of the teaching team, and enhance the quality of talent output.

#### ***4.3 High Quality Service, Local Reverse Support, Endogenous Training Objectives***

Strengthen the invisible role of the national cultural environment in teacher training, how to better adhere to the student-centered, adhere to the concept of respect and tolerance, the formation of values, strengthen the talent training output orientation of "reliable, go down, do well" in ethnic local colleges and universities, and strive to improve the quality of physical education teacher training in basic education in ethnic areas by

integrating resources and adjusting directions. It embodies the responsibility of ethnic local colleges and universities in serving ethnic areas. Firstly, increase efforts in educating people about ethnic sentiments. Increase the number of class hours for ethnic education courses, focus on enhancing ethnic education sentiment through both professional courses and ideological and political courses, and strengthen the hidden role of employment willingness in teacher training in ethnic areas; Enhance students' adaptability and awareness of serving ethnic areas through practice and training, cultivate them to revitalize ethnic education, realize the great ambition of building a strong education country in China, truly implement the talent training goals of "being able to go down, stay in, and do well", and solve the practical problem of low employment rate of graduates from ethnic universities in ethnic regions. Secondly, ethnic local universities shoulder the important task of revitalizing education in ethnic areas, and serving the local community is the responsibility and obligation of ethnic local universities. During their time in school, students can have zero contact with education in ethnic areas through practical training, three visits to the countryside, and teaching support activities, experiencing the local customs and experiencing the desire of ethnic students for new knowledge and their imagination for the future. Thirdly, Establishment and implementation of school-school collaborative education mechanism, Ethnic local universities can provide sports assistance to nearby primary and secondary schools, use the sports education team's educational philosophy under the guidance of university teachers, improve the design and educational concepts of physical education courses, recess exercises, extracurricular training, sports delays, etc., and take these primary and secondary schools as samples to guide other schools in the region through training physical education teachers, observing physical education courses, on-site teaching and research, and developing evaluation measures, driving the collaborative progress of primary and secondary schools in the radiation area. It can not only promote the healthy development of physical education in ethnic minority areas, but also improve the quality of teacher training for physical education majors in ethnic minority universities. Adhere to the student-oriented, adhere to the concept of respect and tolerance, and shape values, increase the number of courses about ethnic feelings, strengthen the invisible role of employment willingness in ethnic areas in teacher training, and improve students' adaptability and

awareness of serving ethnic local areas, truly achieve the goal of cultivating talents who can "go down, stay, and do well", and solve the practical problem of low employment rate of graduates from ethnic universities in ethnic regions.

#### ***4.4 School Characteristics Stimulate Overall Endogenous Development Momentum***

The certification indicators for teacher education programs clearly state the requirement to highlight professional characteristics. Professional characteristics are not simply based on the graduation criteria of "one practice, three learning", nor are they simply characterized by proficient teacher education skills. These are the basic requirements and conditions for the achievement goals of teacher education students. The professional characteristic is that graduates have special technical skills in a certain field and can be competent for some special positions that are different from the general public. The goal orientation of achievements is not a fixed set of goals, and it is necessary to integrate the positioning of "social market + school development" according to different school development directions and regional development characteristics. Firstly, as an ethnic local university, adhering to the cultivation of comprehensive talents who can "get down, stay in, and do well" is the professional characteristic. Ethnic education sentiment and remote area education sentiment are the focus of cultivation. Graduates of ethnic local universities can voluntarily choose positions in ethnic and remote areas that other university graduates are unwilling to choose, actively go to the places where the country needs them the most to realize their life value, and adhere to their original intention, truly achieving the school's goal positioning of getting down, staying in, and doing well. This is the biggest highlight and characteristic of the profession, and the significance and value of the survival and development of ethnic local universities. Enhancing development confidence and regional confidence will achieve the goal of getting twice the result with half the effort. Secondly, ethnic local universities focus on ethnic groups and have their own characteristics and highlights. Each ethnic local university is located in a different ethnic region and has rich ethnic cultural resources. By making reasonable use of ethnic cultural resources in class, after class, and campus sports culture, and creating regional cultural advantages, it will achieve twice the result with half

the effort. Firstly, the establishment of ethnic sports expansion courses can not only teach students the skills of ethnic sports, but also cultivate ethnic emotions, which can be used for the development of ethnic sports school-based courses. This has a good promoting effect on optimizing teaching content and enhancing the research and teaching community; Secondly, both on campus and off campus ethnic sports events can improve students' physical fitness and promote a sense of ethnic community. In the fiercely competitive external society, cultivating distinctive and competitive ethnic sports competition projects is a shortcut to highlight characteristics and build brands; Finally, build a campus culture of ethnic sports. Propagate ethnic sports through the display boards on campus, giving a brief overview of the history of the events, the popular areas, and the key rules. Propagate through audio and video on campus to make teachers and students have a more intuitive understanding of ethnic sports projects. Propagate through competitions inside and outside the school to enable teachers and students to directly participate in ethnic sports projects and feel the charm of ethnic sports projects.

#### ***4.5 Vertical Circulation - Horizontal Collaboration Promotes the Emergence of Internal Synergy***

The relationship between the education industry in ethnic regions and the national education industry is a "win-win" education community. [7] Compared with other universities, ethnic local universities have gaps in software and hardware. While striving to improve their educational conditions, they should also coordinate and utilize existing resources to maximize the effectiveness of each resource, unite internal forces, and promote survival and development. Firstly, the integration and utilization of on campus and off campus teaching resources, the implementation of the "on campus + off campus" dual mentorship system, and on campus academic mentors are mainly responsible for guiding students' academic completion, professional development, and goal positioning. Excellent physical education teachers from ethnic minority primary and secondary schools and township primary and secondary schools are hired as off campus mentors, mainly responsible for practical training and employment guidance. Teachers' resources work together to promote academic growth and reasonable employment. Secondly, the joint efforts of on campus and off campus teaching resources should

be made to promote the rational use of on campus teaching resources, master professional technical skills, cultivate a good sense of education, and through off campus practical training, cultivate how to utilize limited resources, innovate teaching methods, achieve teaching expectations, adapt to grassroots teaching environments, and deepen the national grassroots education sentiment in an environment of scarce venues and equipment.

## **5. CONCLUSION**

In the new era of high-quality education development, ethnic local universities should grasp the reins of regional education development, use advanced educational concepts to drive the development of basic education in ethnic areas, and cultivate applied talents that better meet the requirements of new era education development and grassroots education needs. Driven by the dual requirements of high-quality education in the country and urgent education needs in local areas, ethnic local universities need to cultivate their self-development abilities through multiple channels and diversification, solidly promote the endogenous development model, and leverage policy advantages to transfer the endogenous training model of ethnic universities to the cultivation and development of basic education teachers in ethnic areas, better fulfill the responsibility and mission of revitalizing regional education and accelerating the realization of educational equity. This is also an inevitable choice for the development of education in ethnic areas in the new era.

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