Research on College English Practice Teaching Based on OBE Ideas

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Abstract: College English practice teaching based on OBE idea is of great significance for cultivating high-quality applied talents with practical application ability and innovative spirit. This paper focuses on the problems of "the phenomenon of disconnected practice teaching, the weak training facilities and practice base, the lack of attention to the practical teaching links, and the lack of systematic of the practical teaching system". The teaching system consists of "practical teaching objectives, practical teaching content, practical teaching platform, practical teaching methods, and practical teaching evaluation". And put forward the reform measures such as "establishing the teaching practice mode of production and education based on OBE idea, developing teaching practice methods based on OBE network interactive learning platform, and constructing developmental teaching evaluation methods that are compatible with OBE idea".

1. Introduction

Practical teaching is an important part of higher education work. It is an important means to cultivate students' innovative spirit and practical ability, improve students' comprehensive quality, and is also a key link for cultivating innovative talents. The practice teaching in most colleges and universities is still a weak link. There is a general tendency of "heavy theory, light practice; heavy classroom, light extracurricular", and "study" and "use" are seriously decoupled. The focus of college English teaching is on the basic knowledge of language and the ability to test the test, which ultimately leads to the weak oral English expression ability, cross-cultural knowledge literacy and English practical application ability. Therefore, college English teaching should make full use of classroom teaching resources and online learning resources actively carry out various English practice exchange activities within and outside the school, highlight the communicative nature of English learning and the initiative of students to participate in practical activities, and constantly explore the practice teaching of college English with diversified model.

The OBE teaching model is widely used in basic education in Western countries such as Australia and the United States. It emphasizes the actual output of students in the process of learning, reversely plans the teaching structure and related evaluation mechanisms, and promotes the improvement of teaching quality in a short period of time. In the OBE education system, teachers need to have clear guesses about the students' learning outcomes and design a reasonable teaching structure to promote these conjectures. Student output is the fundamental driving force of the OBE education model. Compared with the past, the teaching content is obviously different. It is the reform and innovation of the traditional teaching mode. Based on the OBE idea, the reform of college English practice teaching truly reflects the student-centered thinking, ensuring that every student "learns to gain" and highlights the humanity, instrumentality and professionalism of English teaching. Taking the teaching reform as an opportunity, constantly update the concept of education and teaching, flexibly use modern educational technology and educational resources, carry out a variety of practical teaching activities within and outside the classroom, further improve the humanities quality of college students, and cultivate English practical application ability and innovative spirit with high-quality applied talents.

2. Theoretical Basis of OBE

The emergence and development of OBE has a profound theoretical basis: First, the Taylor principle. The Taylor principle is considered to be the most perfect, concise and clearest explanation of the principles of curriculum development, reaching a new historical stage in the development of scientific curriculum development theory. The second is to master the theory of learning. By the famous American psychologist and educator Bloom, under the guidance of the idea that "all students can learn well", based on collective teaching, supplemented by regular and timely feedback, students are provided with the necessary individualized help, as well as the extra learning time required, allows most students to meet the mastery standards set by the course objectives. The third is the ability-based education. The school employs authoritative and representative experts from the industry, determines the competency standards that should be possessed according to the job requirements of the industry, designs the curriculum system, formulates teaching plans, and starts teaching activities, and finally assesses whether the students have met the competency requirements. The fourth is the classification theory of educational goals. The overall goals to be achieved in teaching activities are divided into three major areas: cognition, motor skills, and emotions. From the realization of the ultimate goal in each field, a series of target sequences are determined. The fifth is the theory of experience tower. The experience of teaching activities is called the learning path. The lowest level of experience is the most specific. The more abstract is the more up-to-date. The various teaching activities are arranged according to the specificity and abstraction of experience. Teaching activities should start with specific experiences and gradually enter abstract experiences.

3. Problems in College English Practice Teaching

English is a practical, operational and practical subject. Practice teaching plays an important role. However, there are still many problems in the current practice of college English practice. The summary is as follows:

(1)The phenomenon of disconnected practice teaching is serious. Practice teaching is out of touch with daily life, and English skills training is not extended to life. Practical teaching is out of touch with extracurricular activities, schools carry out colorful activities, and English is rarely used as a communication medium; practical teaching is out of touch with students' majors, leading to Students can't learn advanced technology and knowledge with English as the carrier; practical teaching is out of touch with social needs. The society needs all kinds of professional English talents. It is not a single language communication type talent. The teaching materials of English teaching practice are mainly based on literary genre. There are not many practical English genres, and professional and practical types are very scarce.

(2) The training facilities and practice base are weak. Under the premise of limited teaching funding, training facilities and practice bases are usually biased towards traditional dominant disciplines. Some liberal arts have strong strengths or foreign language colleges may invest a lot. Other colleges and universities have relatively few foreign language training facilities, which cannot meet the requirements of practical teaching, and students' practical opportunities are limited. School-enterprise cooperation is mostly in the form. On the one hand, enterprises pursue the maximization of interests. Enterprises believe that the practice base is not worth the compensation and is unwilling to cooperate with universities. On the other hand, the talents cultivated by colleges and universities cannot meet the standards of enterprise demand, and the cooperation of enterprises is not enthusiasm.

(3) Practice teaching links are not taken seriously. Teachers still have the teaching thought of "heavy theory, light practice", the specific performance is as follows: excessive emphasis on theoretical learning, the use of words, grammar, texts and test papers as the focus of learning English. The writing class ignored the application of oral ability and listening skills, and took the test to get high into the final goal. Writing teaching does not pay attention to practicality, and requires students to neglect the cultivation of practical writing ability according to the writing mode

of "three-segment theory" or "five-segment theory". Neglecting the practice teaching link has led to the cultivation of a group of students with strong test-taking ability and insufficient practical application ability, which has deviated from the original intention of English teaching.

(4) The practical teaching system lacks systematized. At present, most colleges and universities put English practice teaching on the agenda, providing students with various practical opportunities, but they have not established a perfect practical teaching system according to the goal of output orientation. How to formulate a scientific and reasonable practical teaching plan, how to establish a safeguard mechanism and a management mechanism around the talent training program are all outstanding problems that need to be solved urgently. In practice, practical teaching plans, hardware facilities, theoretical guidance and evaluation mechanisms are not perfect. The practical teaching system lacks systematized and integrity, and there is a lack of coordination and cohesion between the modules of practical teaching

4. System on College English Practice Teaching Based on OBE Ideas

Based on the OBE idea, the emphasis is on the operation of the output-driven education system. The focus is on clearing the four aspects of learning, learning, how to learn and how to evaluate. Among them, "why learning" is the target problem, which is the basis for constructing the practical teaching system. "What to learn" is the content problem, what knowledge and skills should be cultivated in order to achieve the goal. "How to learn" is the method problem, how to the teaching method achieves the teaching goal. "How to evaluate" is the final achievement of the evaluation, how to prove that the student has achieved the goal. The college English practice teaching system based on the OBE idea is shown in Fig. 1.
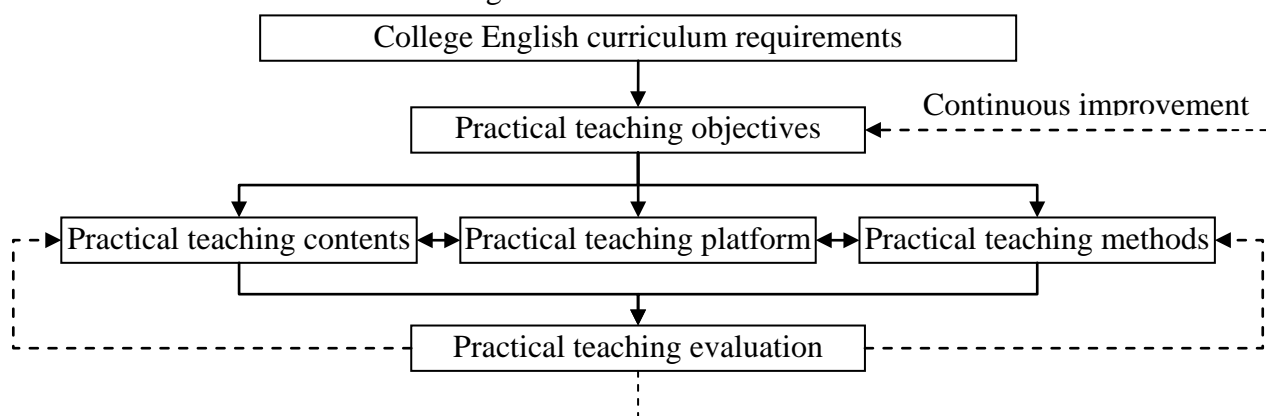

Fig.1. System on college English practice teaching based on OBE ideas

(1) Practical teaching objectives. The teaching goal is the starting point and return point of practical teaching, and the development of accurate and clear teaching objectives not only affects the development of the teaching process, but also affects the final teaching effect. The goal design of college English practice teaching should reflect diversity, with students as the main body, and focus on five aspects: skills, knowledge, emotions, strategy and cultural awareness.

(2) Practical teaching contents. Teaching content is the main message of intentional transmission in the process of interaction between teaching and learning. Careful design of practical teaching content in line with the rules of foreign language teaching is not only a guide for students to carry out practical activities, but also can prevent the blindness of practical teaching activities. Specifically, it includes the prescribed practice content and optional practice content completed by the students under the guidance of the teacher.

(3) Practical teaching platform. The practical teaching platform is based on the Internet service platform of integrated post management, graduation design management, intra-school practice teaching management and off-campus training base management, which fully supports the practice teaching management and operation norms, and realizes the practice teaching management, and can also improve the quality of practical teaching.

(4) Practical teaching methods. College English practice teaching methods are more diverse. Specifically, it includes: verifying practical lessons and cultivating students' language skills such as listening, speaking, reading, writing and translating. Practice discussion class, training students' expression language, data search, problem analysis and thinking mode. Practice the demonstration class can cultivate the ability to form a comprehensive knowledge and comprehensive use of language. Skills practice classes can explore and develop innovative skills.

(5) Practical teaching evaluation. The traditional evaluation of college English teaching is based on summative evaluation, and it is difficult to give play to the guiding role of evaluation in teaching. The evaluation of college English practice teaching should take into account the dual requirements of process learning and goal achievement, and evaluate the completion of the task module. Students should also make a comprehensive evaluation of knowledge points, learning initiative and communication skills in order to objectively reflect the degree of matching between teacher teaching and student acquisition.

5. Reform Measures on College English Practice Teaching Based on OBE Ideas

Based on the OBE idea, the teaching reform takes the ability training as the core and the "learning output" as the goal, from quality control to continuous improvement, focusing on the overall development of students. In order to further deepen the teaching reform, promote the development of college English practice teaching, and improve the quality of college English practice teaching, this paper has formulated the following reform measures:

(1) Establish a practical teaching model of production and education based on the OBE idea. The goal of the integration of production and education is to promote the all-round integration of the supply side and the industrial demand side structural elements, and promote the organic connection of the education chain, the talent chain, the industrial chain and the innovation chain. OBE talent training is oriented to industry and industry. Through industry-university docking, we constantly adjust and clarify talent training standards, school-enterprise cooperation optimizes curriculum system and teaching resources, and enterprises deeply participate in the whole process of talent cultivation, cultivate students' comprehensive English application ability, and enhance self-learning ability. And improve the comprehensive cultural literacy to meet the needs of social development and international exchanges. The specific path includes: output-oriented to determine the goal of college English practice teaching, industry-university docking to develop college English practice teaching standards, school-enterprise collaborative construction of college English practice teaching training program and curriculum system, and the enterprise deeply participates in the whole process of college English practice teaching.

(2) Carry out teaching practice methods based on OBE network interactive learning platform. The OBE idea advocates the construction of open and shared educational resources. The characteristics of the convenience, interactivity and integration of the network are consistent with the appeal of the OBE idea, and the transformation from "content-based" to "student-oriented" is realized. Through rich network resources, students can carry out independent learning, reflective learning and personalized learning anytime and anywhere, and realize the goal of English practical teaching to cultivate self-development ability. In order to improve students' written and spoken language skills, a multi-functional network interactive learning module is established. In order to cultivate writing interest and broaden ideas, the English writing training module in the "computer room" is established to guide students to complete the simulation text writing in stages. Establish an "anytime, anywhere" English expression training module, participate in project discussion and performance evaluation online, and appreciate the excellent works of others.

(3) Construct a developmental teaching evaluation method that is compatible with the OBE idea. The OBE idea advocates the consistent construction of teaching design, teaching evaluation and teaching management, and the consistency of construction from learning effectiveness, which makes the learning effect, teaching activities and teaching evaluation consistent. The developmental teaching evaluation stems from the "developmental teaching theory", and has achieved localized and innovative results in practice, which fits well with the OBE idea. To develop a developmental

teaching evaluation that is compatible with the principle of "everyone can succeed" in the "OBE" idea is to play a developmental evaluation that covers the role of multiple evaluation methods, and integrates various evaluation feedbacks. In the crossover and overlap information, look for the value of improving the efficiency of college English practice teaching. In the differential evaluation and individual evaluation, find the motivation source to mobilize students' enthusiasm for learning.

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