

Exploration of PE curriculum reform in higher vocational colleges based on OBE concept

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Abstract: With the development of society and the continuous progress of vocational education, the concept of outcome based education (OBE) has gradually attracted wide attention. In higher vocational education, physical education curriculum, as an important part of cultivating students' comprehensive quality, also needs to be constantly reformed and innovated. The purpose of this paper is to explore the reform of higher vocational PE curriculum based on OBE concept to improve students' sports literacy and professional ability, and lay a solid foundation for students' future development.

Key words: OBE concept; PE curriculum in higher vocational colleges; curriculum reform and teaching objectives

1 Introduction

In today's era when vocational education is becoming more and more important, and the reform and development of physical education courses in higher vocational education have attracted much attention. The rise of the outcome based education (OBE) concept has pointed out a new direction for the reform of vocational physical education curriculum. By analyzing its relationship with curriculum reform, setting appropriate course objectives, designing reasonable course content, using effective teaching methods and evaluation systems, this article contributes to promoting the innovation and progress of vocational physical education curriculum, and cultivating high-quality technical and skilled talents that meet social needs.

2 The relationship between OBE concept and physical education curriculum reform in higher vocational colleges

The deep integration of the OBE concept and the physical education curriculum reform in higher vocational colleges is firstly reflected in the repositioning of the curriculum objectives. Traditional physical education courses tend to focus on the teaching of sports skills and sports knowledge, while the OBE concept requires that these course objectives must be closely constructed around students' learning results. This means that the course objectives need to clarify the specific ability standards that students should achieve after completing the physical education course, such as the improvement of professional physical fitness, sports skills, and the enhancement of health awareness. These goals are not only closely related to students' career development needs, but also fully consider students' personal interests and long-term development, thus ensuring the practicality and attractiveness of the physical education curriculum.

The application of OBE concept in the reform of higher vocational PE education is also reflected in the innovation of teaching mode. The result-oriented teaching mode emphasizes the dominant position of students and encourages students to actively participate in course learning and practical activities. In physical education teaching, this means that teachers

need to adopt more diversified teaching methods and means, such as project-based learning, group cooperative learning, etc., to stimulate students' interest and initiative in learning. At the same time, teachers also need to pay close attention to students' learning progress, give timely feedback and guidance to ensure that students can gradually improve their abilities and levels in accordance with the established goals.

3 Goal setting of higher vocational physical education courses based on the OBE concept

The overall goal of higher vocational physical education curriculum should be to train students with good physical quality, healthy mental state and basic sports skills, so that students can adapt to the needs of future career development. This goal is set to improve students' comprehensive quality and lay a solid foundation for their future career and personal life.

The development of measurable learning outcome indicators is an important link to ensure the realization of curriculum objectives. These indicators can include students' physical fitness indicators, such as speed, strength, endurance, flexibility, etc., sports skill indicators, such as various ball games, track and field events, gymnastics, and mental health indicators, such as students' confidence, team work, and ability to cope with stress. Through the regular detection and evaluation of these indicators, students' learning progress can be understood in time, and the teaching content and methods can be adjusted and improved according to the actual situation, so as to improve the teaching effect.

4 Design the content of higher vocational physical education courses based on the OBE concept

Optimizing the content structure of physical education curriculum is an important part of higher vocational PE curriculum reform based on OBE concept. We should break the traditional curriculum content setting and build a more scientific and reasonable curriculum system. Some repetitive, monotonous content can be reduced, while the practical, and interesting items can be increased. For example, on the basis of traditional sports such as athletics and ball games, some emerging sports, such as yoga, Pilates, rock climbing, can be introduced to meet the diverse needs of students. At the same time, the schools should pay attention to the hierarchical nature of the course content, and set up basic courses, improvement courses and extension courses, so that each student can find suitable learning content in the physical education course.

Increasing the selectivity and personalization of physical education courses is an important measure to meet the individual differences of students. Schools can offer a variety of physical education courses, so that students can choose according to their own interests and specialties. In addition to the regular sports, schools can also offer some special courses, such as martial arts, dance, roller skating, etc., to enrich the range of choices. At the same time, teachers can make personalized learning plans for students according to their physical conditions and learning needs, so as to help students give full play to their potential in physical education learning. For example, for students with poor physical fitness, teachers can make special training plans to gradually improve their physical fitness; for students with sports skills, teachers can provide more professional guidance to help students further improve their sports level.

5 Teaching methods and evaluation of higher vocational physical education courses based on OBE concept

Using diversified teaching methods is an important aspect of higher vocational PE course teaching based on OBE concept. Teachers can use the project teaching method to help students improve their skills and abilities by actually participating in sports programs. For example, teachers can organize students to play basketball games, football games, so that students can master sports skills and teamwork ability in practice. Situational teaching method is also an effective teaching method. Teachers can create various kinds of career-related sports situations, such as the physical training of

simulated firefighters, the handling training of couriers, etc., so that students can improve their professional physical ability and the ability to deal with practical problems in specific situations. In addition, the group cooperative learning method can cultivate students' teamwork spirit and communication skills. Teachers can divide students into groups to complete sports tasks and solve problems together.

Strengthening the feedback and improvement in the teaching process is the key to improve the teaching quality. Teachers should pay close attention to students' learning situation in time, and collect the feedback information through classroom observation, students' homework and test scores. For the problems and difficulties in the learning process, teachers should give timely guidance and help, adjust teaching strategies and methods to improve the teaching effect. Schools should also establish a corresponding teaching quality monitoring mechanism, regularly check and evaluate the teaching work, in order to find out and improve the problems in time. Teachers should also encourage students to conduct self-evaluation and mutual evaluation, so that students can understand their own learning progress and shortcomings, which can promote students' self-reflection and self-improvement. In short, based on the concept of OBE, higher vocational physical education teaching should pay attention to the application of diversified teaching methods, establish learning results oriented evaluation system, strengthen the feedback in the teaching process and improvement, in order to improve students' learning effect and comprehensive quality, and lay a solid foundation for students' professional development and personal growth.

6 Conclusion

The reform of higher vocational physical education curriculum based on the OBE concept is a systematic project, which requires the joint efforts of schools, teachers and students. By clarifying the course objectives, optimizing the course content, improving the teaching method and perfecting the evaluation system, the students' physical accomplishment and professional ability can be better cultivated, and the higher vocational physical education course can better serve the future development of the students. In the future teaching practice, we should constantly summarize the experience, continuously promote the reform of physical education curriculum in higher vocational colleges, and make greater contribution to the cultivation of high-quality technical and skilled talents.

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Conflicts of interest

The author declares no conflicts of interest regarding the publication of this paper.

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