



Research on the Reform of Teaching Model to Improve the Effectiveness of Physical Education Courses from the Perspective of OBE

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Abstract: Cutting into the physical education teaching mode from the concept of OBE, this paper positions the actual effect of teaching mode reform from three aspects of physical education. The first is to position the ideological and political objectives of the physical education curriculum from the level of discipline thinking to cut into the actual effect of educating people. The second is to take the ability raise goal as the guidance, and have the teaching content reverse designed. The third is to design the evaluation system based on the learning achievement. Through the analysis of three aspects, we hope to provide the basis for the reform of physical education teaching model.

Key words: OBE; college; physical education curriculum

1. Introduction

Since the 19th CPC National Congress, the importance of physical education has been stressed. It has been said that "Physical education is an important symbol of social development and human progress, and an important embodiment of the soft power of the comprehensive national power and the state." Sports have been promoted as an important part of building a strong country.

In order to carry out the spirit of the series important speeches in sports work, earnestly carry out the idea of "health first" and the basic task of establishing morality and fostering people, and regard the promotion of students' physical quality and health level as the basic goal of school sports, it is a basic task and mission for college physical education teachers in the new era to cultivate high-quality technical talents with all-round development of morality, intelligence, physique, art and labor, which can not only deepen the reform of school physical education, but also improve the quality of school physical education and give full play to the function of school physical education,

Outcome-based education (OBE) is the core concept of the "first-class specialty, first-class curriculum" of double top plan, which is also the main reform field for education and teaching in the future, and will certainly promote a new round of education and teaching reform to improve the quality of personnel training. Physical education is an indispensable part of all-round personnel training. Based on the front reform position of physical education in colleges and universities, and giving full play to the advantages of educational teaching theory and practical teaching and training, this article combines with OBE teaching theory to realize the actual effect of physical education, to promote the development of students'

physical quality and ideology, and to make due contributions to the cultivation and output of high-quality talents.

2. Analysis on the Disciplinary Thought of Physical Education Course and the Actual Effect of Physical Education in Colleges and Universities

2.1 The establishment of physical education disciplinary thought

Disciplinary thought refers to a high degree of generalization and sublimation of the nature, characteristics, and basic laws of a certain discipline. It is an important part of the discipline system, and the essence and core of the discipline content. Together with knowledge and ability, it constitutes three aspects of discipline system. Different disciplines maintain different disciplinary ideas, and different people have different understandings of the disciplinary ideas on the same subject.

The thought of physical education should follow the guiding ideology of "health first" mentioned in the *Standard of Physical Education*. A healthy body is the basic premise for young people to serve the motherland and the people, and it is the embodiment of the vigorous vitality of the Chinese nation. Schools should strengthen the guiding ideology of "health first" and effectively strengthen sports work. This is the content of the *Decision of the Central Committee of the Communist Party of China and the State Council on Deepening Educational Reform and Comprehensively Promoting Quality Education*. In order to achieve "health first" and strengthen physical education work, we should start from the teaching activities of physical education, and the process of teaching activities should focus on the embodiment of teaching subjectivity. The correct understanding of the subject-object relationship in the teaching process, and fully reflecting the subjectivity of students, and running the guiding ideology of "health first" and subjectivity teaching throughout physical education teaching are necessary, because which are the cornerstone of realizing every ideal of life.

2.2 The effectiveness of sports in educating

The *National College Physical Education Curriculum Guidelines* establishes the idea of educating people, puts the development of students and adult success in the first place, and focuses on mobilizing and relying on the enthusiasm of students. Based on this "new outline", the overall and harmonious development of students' physical health, mental health, and social adaptation, and the improvement of motor skills and participation awareness are placed at the core of the curriculum goals. Therefore, the "new outline" properly handles the contradiction between student-based, knowledge-based and social-based, reflecting the harmony between personal development and social progress, and making physical education courses more in line with "physical health, mental health, and social adaptation". The needs to develop in a comprehensive and harmonious way fully reflect the essential characteristics of physical education. That is, on the one hand, physical exercise is a means of self transformation, and on the other hand, it pursues the positive effect of physical exercise on people and the value of beauty, so as to promote students to be more and more active. This is also the innovation of the curriculum objectives of the "new outline", which fully reflects the fundamental requirements of quality education.

3. The Establishment of the Effective Teaching Model of Physical Education Courses under the Concept of OBE

3.1 OBE teaching philosophy

OBE was proposed by the American scholar William G. Spady, emphasizing that the focus of outcomes was not the students' academic scores, but the ability that students really had after the learning process.

Outcome-based education first appeared in Spady's representative book *Outcome-based Instructional Management* which is in a sociological perspective and advocates that schools should focus all curriculum and teaching efforts on the clearly defined learning outcomes so as to make students guided by expected outcomes and demonstrating the learning

expectations at the end of the course. On the basis of Spady's proposition, researchers have successively promoted the deduction of the following key points. Outcome-based education is a process that focuses on "what to learn" (learning outcomes); outcome-based education is a student-centered, result-oriented system, and expects all learners to learn and succeed; outcome-based education is also an educational model in which teaching and evaluation focus on students' learning outcomes, which can promote schools' continuous focus on learning and are responsible for students' learning.

Scholars such as from the United States and the United Kingdom believe that the OBE teaching model emphasizes the ability of students after receiving education. It does not drive teaching activities with teaching content, but takes students' learning results as the driving force for teaching. They also emphasize that education is the process of students' ability development and ability training. Therefore, the teaching goal is what kind of ability students acquire after receiving the education and what kind of problems they can solve.

3.2 Reform of the effective teaching model of physical education under the concept of OBE

The "new outline" establishes the idea of educating people, and puts the development of students and the success of adults in the first place. Combined with the OBE teaching concept, we will mainly focus on the following three aspects from the reform of the teaching model of physical education: (1) Positioning the ideological and political goals of physical education courses, and cutting into the effect of educating people from the disciplinary level. (2) Taking the ability training goal as the guidance and designing the teaching content in a reverse way. (3) Designing an evaluation system based on learning outcomes.

Position the ideological and political goals of physical education courses, and cut into the effect of educating people from the level of discipline thought. The sports courses have ideological and political content. The unity and cooperation in competitive sports, and the patriotic feelings of striving to win glory for the country are all at a glance in competitive sports. From the perspective of traditional sports, the spirit of traditional Chinese martial arts has a long history and the martial arts thoughts such as benevolence, humility and etiquette contained in martial arts have been passed down for thousands of years. The discipline of physical education is based on the guiding ideology of "health first", and strengthening students' physical exercise is the main means of teaching. The OBE teaching philosophy advocates cultivating students' learning autonomy, which is reflected in students' physical self-exercise ability in sports. When teachers teach students physical skills, they must infuse their ideological goals into students' learning, so that students can improve their skills. When learning, it is necessary to understand how to learn, why to learn, and how to use it rationally after learning the skills. When students understand these issues, they will use the content of physical education in the classroom as the main means of future lifelong exercise.

Take the ability training goal as the guidance and design the teaching content in a reverse way. OBE teaching emphasizes what kind of abilities students master after receiving education. Ability is the personality and psychological characteristics necessary to successfully complete an activity. The goal of sports ability should be that students can skillfully apply sports-related knowledge to achieve self-exercise and physical and mental entertainment. The teaching content is reversely designed. The sports option courses currently offered are more suitable for college students. Students can choose the sports content according to their own time and interests. However, the traditional physical education content mainly focuses on teaching skills, which has not yet reached the requirement of the new era. The requirements of target training in the era of highly developed self-media, students' learning channels are not only limited to classrooms, but also through mobile phones and other self-media, which requires physical education teachers to build online learning courses, and physical ability are not only confined to physical exercise, but also include physical, mental and entertainment ability. In today's developed self-media, the sports ability displayed on various live broadcast APPs greatly satisfies the

students' ability to entertain physically and mentally. Therefore, the content of physical education is no longer limited to the classroom and physical education teachers can use divergent thinking to design their own teaching content.

Design an evaluation system based on learning outcomes. The goal of OBE teaching is what kind of ability students acquire after receiving education and what kind of problems they can solve with this ability. The results of learning are the embodiment of ability. Therefore, the design of the evaluation system should focus on the acquisition ability of students' self-learning and exercise ability and physical and mental entertainment. The evaluation of teaching results should pay more attention to measuring the sum of the "effectiveness" of students in the entire learning process, that is, the weighting of process performance and test performance to form an overall score. In the evaluation of results, physical education should be divided into two categories: skill-based exams and physical-based exams. Physical-based exams are scored based on actual performance, but it is emphasized that physical fitness teaching training and ideological and political teaching should always be implemented in daily teaching, so as to improve students' understanding of the emphasis on physical fitness. In the skill-based test, it is required to refine and decompose the assessment criteria according to the OBE theory, so that the performance of the students' final scores in each part can be fully verified.

4. Conclusion

By the OBE teaching concept, the reform of the effective teaching model of physical education education is mainly carried out with students as the main body. The disciplinary thought of physical education courses allows students to understand why and how to study. The design of teaching content should be combined with the development of self-fluid of the times and encourage diversified development. The evaluation system of the course focuses on measuring the sum of the "effectiveness" of students in the entire learning process, that is, the weighting of process performance and test performance to form an overall score.

Conflicts of Interest

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

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