

On the application of OBE concept in university ideological and political courses

-- Thinking based on the situation and policy course

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Abstract. The OBE concept (also known as demand-oriented) is an advanced educational concept. Based on the problems existing in university ideological and political courses teaching, the method of OBE concept in other disciplines, and the organic integration of university ideological and political courses teaching, can help to improve the overall quality of college students in the new era. Therefore, this paper analyses the role of OBE concept in the ideological and political courses of college students, and investigates the teaching status and needs of ideological and political courses in universities, and then analyses the teaching design of university ideological and political courses based on the OBE concept.

Keywords: OBE concept; University; Ideological and political courses teaching; Application.

1. Preface

In 2018, the Ministry of Education issued the National Standards for Teaching Quality of Undergraduate Majors in Regular Institutions of Higher Learning. The formulation of the standard follows the three basic principles of highlighting the student center, output orientation, and continuous improvement, highlighting the advanced concept of the world in higher education. Ideological and political courses of University draw lessons from and apply OBE education concepts, and integrate the three elements of achievement orientation, student center and continuous improvement into classroom teaching, which is conducive to the improvement of students' interest in learning, enhancing the effectiveness of university ideological and political courses, so as to promote the comprehensive development of college students in the new era.

2. The role of OBE concept in the teaching of ideological and political courses in universities

OBE concept as an advanced education concept, the university education teaching has certain reference effect: in the university education teaching adhere to the "goal oriented" and "problem oriented", insist by "teacher-centered" to "student-centered", "adhere to the quality of the minimum standard" to "quality continuous improvement" three aspects of organic unity, and continue throughout the university education teaching process, so as to promote the university ideological course teaching goal. There are the following three specific aspects:

2.1 The role of "achievement-oriented" in the university ideological and political course teaching

"Achievement-oriented" is an important principle for evaluating teaching activities, which requires the setting of curriculum objectives and students' learning results to meet their internal and external needs. Establishing achievement oriented can help realize the goal of college education; establishing achievement oriented can effectively promote the growth and development of students.

2.2 The role of "student center" in teaching ideological and political courses in universities

The educational concept of "student-center" requires students to view classroom teaching from the perspective of students, think about what students want to learn, how to learn and how to learn, carry out classroom teaching around students, reflect students' expectations and needs in the teaching process, and explore and use students' learning enthusiasm and initiative in the teaching process. The practice of "student center" reflects the respect for students' subjectivity; the practice of "student center" reflects the significance of ideological and political course teaching in serving the growth of students.

2.3 The role of "Continuous improvement" in teaching university ideological and political courses

The ideological and political course teaching should be student-centered, adhere to the result-oriented approach, and implement it through a series of methods and ways. The necessary link is continuous improvement, continuous innovation, and strengthened improvement in the continuous improvement. Only by following the concept of continuous improvement, can ideological and political teaching enhance the sense of The Times, pertinence, improve affinity and attraction; only by following the concept of continuous improvement, can ideological and political teaching be truly achievement-oriented and student-oriented.

3. Analysis of the teaching status and demand of university Ideological and Political courses

In order to accurately grasp the university ideological course teaching situation and demand, we through the network questionnaire way of university ideological course teaching situation and demand survey, mainly for some universities in Jiangxi province, the situation and policy class, for example, focus on college students to OBE concept and situation and policy cognitive status, college students to the situation and policy class demand and other related content. To make the survey universal, we surveyed students of different majors and different grades. This questionnaire was designed with 20 questions, a total of 300 copies, the recovery rate of 290 copies, the recovery rate of 96.7%, but also asked The relevant problems of the volume are sorted out and analyzed, which improves the level of the questionnaire to some extent, and the following survey situation is obtained:

3.1 Understanding of OBE concept and Situation and Policy

When asked what the OBE concept is, 60% of the students "knew better" and 21% chose "knew better"; do you like the Situation and Policy class? It liked 26.57%, 28.57%, and 41.71%.

3.2 College students in the new era pay close attention to the situation and policy course teaching

When asked, what do you think is the most important factor affecting the teaching effect of the "Situation and Policy" course? The choice of teaching content is boring, 37.71%, the single teaching means, 33.43%; which kind of class do you prefer? The question and answer of the two questions accounted for 42.57% and 37.43%, respectively.

3.3 College students in the new era attach great importance to the role of OBE concept in the teaching of the Situation and Policy

When asked about the effect of OBE concept in Situation and Policy, 79% said that OBE concept "great effective" in university ideological and political courses, 10% thought "mediocre"; when asked about the importance of OBE concept for life development, nearly 91% said that achievement orientation benefits students' learning enthusiasm, and 5% think OBE concept "plays a certain role" in their development goals.

It can be seen that college students are quite satisfied with the "Situation and Policy Course", but, through the investigation found that there are also some problems in the current "Situation and Policy" course teaching:

First, the students' lack of interest in Situation and Policy leads to the lack of motivation and inability to study hard in the learning process; second, the poor basic quality of the teaching process, the rigid teaching content and the students' interest with weak foundation and different ability level; fourth, the single teaching evaluation method cannot comprehensively evaluate the students' learning confidence.

4. Teaching design of university ideological and political courses based on OBE concept

In order to solve the problems existing in the situation and policy class teaching, guided by OBE concept, according to the social needs and students' own development training goals, using "export backward" type training design mode, the training target refinement, and step by step to different training stages and courses, and then through scientific and reasonable teaching design to ensure that the university education teaching objectives. The specific teaching design is as follows:

4.1 Course objectives and graduation requirements

This course enables students to basically master the basic theoretical knowledge, basic theoretical views, the basic methods of analyzing the problem, and can use these knowledge and methods to analyze some problems in real life, theory with practice, guide their own behavior, for the construction of socialism with Chinese characteristics service. Therefore, the teaching center of the curriculum based on the OBE concept has changed from "teacher teaching first" to "student learning first". The teaching objectives of the situation and policy courses focus on the learning results of college students in the new era, and promote students' enthusiasm in learning through the process of achieving the learning results.

4.1.1 Course objective 1

We will focus on educating the Party's basic theories, line, programs and experience, help students understand the situation at home and abroad, educate and guide students to have the confidence and determination to follow the path of socialism with Chinese characteristics under the leadership of the CPC, and actively participate in the great cause of reform, opening up and modernization.

4.1.2 Course objective 2

In China's reform and opening up and socialist modernization situation, tasks and development achievements of education, strengthen the correct guidance, understand the party and national major policies, major activities and major reform measures, understand the current international situation and international relations, the development trend and China's foreign policy, principles, make students recognize the international and domestic situation, and combined with professional discipline background, strengthen the consciousness of college students consciously maintain social stability. Clear thinking for their own development, plan for the future.

Table 1. The supporting relationship of course objectives for graduation requirements

Graduation requirements	Graduation requirements index points	Support of curriculum objectives for graduation requirements index points (weight)
sense of social responsibility	Understand the connotation and significance of sustainable social development.	[This graduation design index point can be supported by one or more course objectives, with a sum of weights of 0.2]
	Understand the engineering professional ethics and norms of honesty, justice and integrity code.	[This graduation design index point can be supported by one or more course objectives, with a sum of weights of 0.2]

Table 2. Curriculum objectives and teaching requirements

Curriculum objectives	bloks of knowledge	teaching requirements	teaching methods	Class hours arrangement	Student task
Curriculum objectives 1	General Secretary Xi Jinping's series of important speeches	Education on Xi Jinping Thought on Socialism with Chinese Characteristics for a New Era	Classroom teaching	2	Small homework
	Major principles and policies of the Party and the state	Educate the Party's basic theory, line, program and experience	Classroom teaching	2	Small homework
Curriculum objectives 2	International and domestic situation	Marxist situation and policy view education	Classroom teaching	2	Small homework
	Diplomatic strategy	China's foreign policy, principles, position education	Classroom teaching	2	Small homework
	International and domestic events or social campus life hot spots	Recognize the international and domestic situation, and combine the practical education of professional discipline background	Classroom teaching	2	Small homework

4.2 Teaching methods and means

This course enables students to basically master the basic theoretical knowledge, basic theoretical views, the basic methods of analyzing the problem, and can use these knowledge and methods to analyze some problems in real life, theory with practice, guide their own behavior, for the construction of socialism with Chinese characteristics service. Therefore, the teaching center of the curriculum based on the OBE concept has changed from "teacher teaching first" to "student learning first". The teaching objectives of the situation and policy courses focus on the learning results of college students in the new era, and promote students' enthusiasm in learning through the process of achieving the learning results.

4.2.1 Classroom teaching

Each semester, five theoretical topics are selected from the "Situation and Policy" Education and Teaching Points issued by the Department of Social Sciences of the Ministry of Education, covering the major policies of the Party and the state, international and domestic situations and diplomatic strategies. Each topic has 2 credit hours, a total of 10 credit hours.

4.2.2 Monographic study

Equations Major principles and policies of the Party and the state, international and domestic situations, and diplomatic strategies.

4.2.3 Teaching method

Program Multimedia teaching as the main body, supplemented by heuristic teaching method, classroom communication-discussion interactive teaching method.

4.3 Assessment method and performance evaluation criteria

The final score of this course are small assignments (20%), group customized topics (20%), and large papers (60%).

Assignment scoring criteria: Small homework, group customized topics, big papers adopt five-level standards: excellent: correct view, detailed discussion, profound analysis, rigorous structure, can better combine theory with practice. Good: correct point of view, more detailed discussion, proper analysis, rigorous structure, can combine theory with practice. Medium: correct point of view, general discussion, complete structure, can connect theory with practice. Pass: the point of view is correct, the discussion is empty, the structure is relatively complete, there is no theory with practice. Fail grade: wrong political views; plagiarism; not meeting the basic assessment requirements.

5. Conclusions

Based on OBE the situation and policy course teaching application implementation, by determining the OBE concept of curriculum objectives and graduation requirements, curriculum objectives and teaching requirements, teaching methods and means, assessment methods and performance evaluation standards, etc., based on the OBE concept to the situation and policy, verify the OBE concept meet the university of the situation and policy course demand, can provide certain reference significance for the future university ideological course teaching reform.

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