

Development of Art General Education Curriculum in Colleges and Universities under OBE Concept

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Abstract: With the improvement of social aesthetic level and the increase of demand, the demand for high-quality artistic talents is increasing. The goal of personnel training in colleges and universities is gradually changing from professional and technical personnel training to comprehensive ability and quality training. However, the general education curriculum is an important measure to promote the all-round development of students, but there are many problems in the elective courses of general education in colleges and universities. Therefore, this paper USES OBE concept, starting from its connotation, analyzes its the applicability of the general education in higher vocational art, this paper presents the concept of OBE in university general education course target, teaching form, the curriculum evaluation method of application, and points out the OBE's idea of general education curriculum in higher vocational art development and application of strategies, It provides reference for the reform of elective courses of general education in universities.

1. Introduction

The OBE education model is based on results-oriented education. It has been widely used in curriculum design and teaching in American education. It advocates educators to pay attention to the final learning output and construct various teaching activities to promote the realization of learning objectives. General education curriculum is the best carrier to promote students' all-round development. The design and organization of general education curriculum is the key of general education research. At the same time, some universities also have problems to be solved in these two aspects. In the teaching of music general education, if there is no reasonable teaching objective setting and the construction of course content logic, the learning effect will be limited, resulting in poor talent training effect. Therefore, we can draw lessons from OBE education model, pay attention to competency-based curriculum design, and give full play to the effectiveness of music general education curriculum teaching.

2. OBE Concept Overview

The concept of OBE refers to the educational concept of the output of teaching results. Its key is to set a series of learning goals, and then create opportunities and conditions to help students obtain effective learning results. This educational concept mainly has four modules, namely, teaching objectives, syllabus, achievement orientation and evaluation mechanism, which can effectively optimize the teaching effect and improve the employment rate of students. Under the concept of OBE, the main paths of task-based curriculum reform are: First, the combination of theoretical knowledge and practice, the combination of indexing and achievements, the revision of curriculum teaching objectives and the clarification of knowledge framework; Secondly, a new teaching method is proposed; Third, determine the assessment results and academic achievements, and comprehensively evaluate the students. Basic principles for implementing the OBE concept (see Table 1).

Table 1 Basic principle of OBE concept implementation.

Basic principle Achievement Status and Function	Basic principle Achievement Status and Function	Basic principle Achievement Status and Function
Clear learning outcomes	Students' ability acquisition and peak performance	Teaching organization, the starting point of curriculum implementation and evaluation
Rising expectation	Improve acceptable completion standards and challenges	Students' self realization
Expand learning opportunities	A variety of ways cooperate with students to organize teaching, and students verify what they have learned	Proof of academic achievement
Design completed	Curriculum and teaching design focus on improving students' ability, focusing on what students have learned	Enhance learning motivation

3. Teaching Status of Art General Education Course in Colleges and Universities

At this stage, China's colleges and universities generally offer art general education courses, which aims to promote the all-round development of students, enable students to improve their artistic cultivation, obtain higher ideological wisdom, improve their own thinking system, and have high creativity and innovation in professional learning. However, in the specific course development process, there are still some problems, such as lagging teaching content, methods and means, single evaluation and evaluation methods and so on. Taking "art appreciation" course as an example, this kind of course can enhance the artistic consciousness of non art majors and improve their artistic aesthetic ability. However, teaching organizers often deal with them only because of their improper understanding and insufficient attention to the value of the curriculum, and only teach unilaterally according to the content of the teaching materials; Or pay too much attention to practicality and skills to make it professional. Neither of them can undertake the task of improving students' humanistic quality, non cognitive ability and creativity. In addition to teaching methods, another problem of art general education in colleges and universities is a single evaluation method. Most teachers will judge students' current academic performance according to their final exam results. Although this evaluation method is result-oriented, it is too one-sided and not suitable for practical art general education courses, which is easy to frustrate students' learning enthusiasm. Generally speaking, the teaching effect of art general education course in colleges and universities in China is not ideal.

4. Applicability of OBE Concept in General Education Courses of Educational Art in Colleges and Universities

4.1. Meeting the internal needs of society for comprehensive art talents

The purpose of integrating curriculum education concept is to cultivate more talents who can meet the short-term and long-term development needs of enterprises. Applying the OBE concept to the art general education curriculum in colleges and universities can help schools and teachers combine the art curriculum with the professional curriculum of students of different majors, strengthen the role of practice, and establish an expansive art curriculum reflecting the characteristics of professional education(*Su Juan, 2018*). It not only cultivates students' artistic quality, but also improves students' ability level, and improves students' learning, practice Adaptability and innovation consciousness. Therefore, the application of OBE concept to college art general education courses can cultivate students' comprehensive ability based on results and cultivate more college talents who can meet the comprehensive needs of society.

4.2. The significance of art general education to professional education

According to the research of human capital theory, the improvement of productivity of people with higher education level lies in their ability to use new technology and organizational forms, as well as their ability to make complex and appropriate decisions under unforeseen circumstances. Nowadays, professional knowledge is updated rapidly and highly integrated. The growth of modern knowledge is increasingly breaking through the boundaries of discipline knowledge and organization. The characteristics of non cognitive factors such as ability, emotion and attitude of art general education will enable students to better adapt to future changes and be more likely to engage in interdisciplinary or even interdisciplinary activities according to their majors.

4.3. Meeting the requirements of the course orientation of “principles of art”

As the core course of art education, art principle has strong theoretical and practical significance. The background of this course is the combination and processing of spirit and material in artistic creation. The use of tools and materials is generally considered to be the later stage of creative activities. It is a big misunderstanding to choose materials only after the idea is completed. In a sense, artists use their own art materials and tools to feel, experience and select objects, and divide the material intuition, material consciousness and material processing operation principle into many specific unit operation processes, so as to finally complete the creative purpose, which is also highly unified with the OBE teaching concept of higher education.

5. Development and Application Strategy of OBE Concept in Art General Education Curriculum in Colleges and Universities

5.1. Strengthening students’ confidence in dance learning

Reverse design is an important implementation principle of OBE concept. The curriculum of art general education in colleges and universities should be combined with this principle, establish students’ long-term goals, training programs and classroom achievements, and reasonably develop and set up the curriculum process, as shown in Figure 1. Specifically, in the process of developing students’ artistic literacy training program, we should combine the social needs and curriculum training program, clarify the methods for students to finally achieve their goals, and gradually set the teaching objectives of different stages of courses. In the process of compiling the curriculum of art general education, teachers should fully understand the role of the curriculum in the professional training plan and clarify the relationship between the curriculum. On this basis, teachers need to reasonably arrange the teaching content, organize students to study the corresponding courses, and help students clarify the knowledge structure of art general course, so as to improve the learning effect of students.

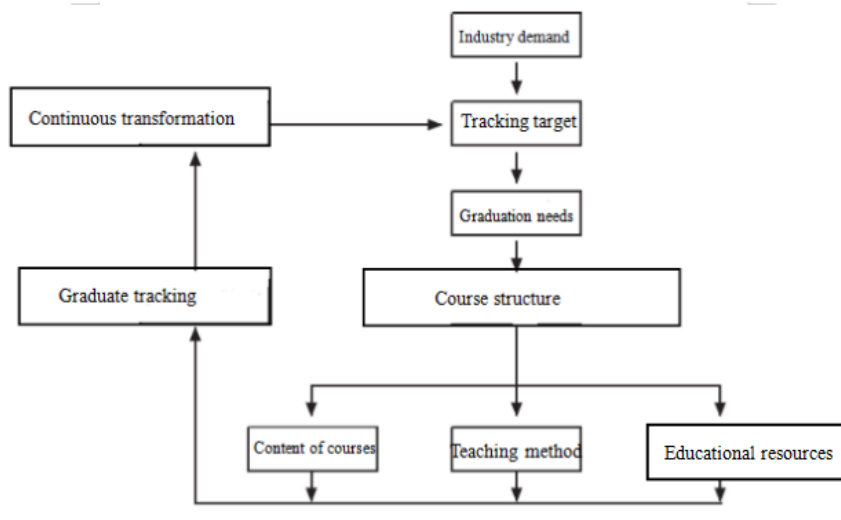


Figure 1 Curriculum based on OBE Education.

5.2. Making course objectives and reasonable course process

Under the concept of OBE, the adjustment of the curriculum content of art general education in colleges and universities mainly focuses on learning output. According to the realization of course objectives, make full use of modern technical tools to optimize the composition of teaching contents and the proportion of class hours(Ni Xiaodan,2019). For example, teachers can focus on the basic principles and laws of the root locus in combination with the development clues in the art field, try to contact and discuss with different majors and industries, make full use of the conditions inside and outside the school, tap public art education resources and supplement teaching. When using the OBE concept to adjust the classroom teaching form, teachers should be student-centered, flexibly use modern multimedia technology, develop a variety of teaching media, combine online and offline to carry out classroom testing and flip the classroom, control students' course learning at any time, and provide targeted guidance and strengthening. For example, teachers can use AR technology to make three-dimensional art works to enhance the vividness of the works. Students can use mobile phones to enlarge and shrink art works, observe the form, scale and texture of works from different angles, and deepen their understanding and memory. In addition, teachers can actively integrate interactive and fun innovative elements or teaching painting exhibitions through animation and experiments, adopt mixed teaching methods, fully mobilize students' learning enthusiasm, initiative and aesthetic interest, and improve the quality and effect of course teaching.

5.3. Adjusting classroom contents and optimize teaching forms

In the process of developing the curriculum of art general education in colleges and universities, we should pay attention to optimizing the teaching evaluation method. With the help of OBE concept, combined with social needs and students' reality, re evaluate the evaluation method. On the basis of paying attention to students' systematic theoretical knowledge, teachers should strengthen the evaluation of students' artistic practice and encourage its application and promotion in their major. For the evaluation of students' comprehensive performance, we should not only pay attention to the final examination results, but also pay attention to the actual results in class and after class. Therefore, teachers should design evaluation objectives in multiple learning stages and divide multi-level evaluation mechanisms to fully stimulate students' learning enthusiasm. In terms of curriculum evaluation objectives, we should build a comprehensive and multi angle evaluation system and standards in combination with the requirements of enterprises, and pay attention to the evaluation of students' comprehensive abilities and qualities such as knowledge structure, ability and attitude. The evaluation of the effectiveness of students' preparation and practice should be carried out in combination with the basic factors of network learning.

6. Conclusion

Under the guidance of OBE education concept, it is imperative to strengthen the development and application of art general courses in colleges and universities. The development of new curriculum teaching methods with the help of OBE education concept can effectively establish a competency based teaching system, improve students' enthusiasm in learning general education materials, and improve students' learning ability, practical ability, adaptability and innovative consciousness. Therefore, China's colleges and universities should implement the result oriented teaching concept, combine the OBE education concept with art general education, constantly innovate teaching modes and methods, optimize curriculum teaching objectives, teaching forms and evaluation methods, and cultivate comprehensive talents to meet the needs of the society.

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