

# A Study on Improving the Teaching Ability of College Physical Education Teachers From the Perspective of OBE

LI Juncheng

Chongqing Three Gorges University, Chongqing, China

This paper analyzes the current situation of college teachers' teaching organization ability based on teaching implementation by using the literature method and inductive deduction method, and summarizes the factors affecting the teaching ability of college public physical education teachers, in order to provide references for the improvement of the teaching effect of college physical education, and help the implementation of the national strategy of healthy China and sports power. The teaching implementation of physical education teachers in colleges and universities is mainly affected by the drafting of teaching objectives, teaching design, teaching evaluation, and other factors. The teaching workload makes teachers tired of teaching preparation, teaching design fails to think deeply about the major and learning situation, teaching evaluation method is single, and other phenomena. In view of the problems in the implementation of the curriculum, it is proposed to participate in education and teaching training to update the educational concept, regularly carry out teaching and research activities to improve the teaching organization ability, and write teaching logs to improve the ability of sustainable development.

*Keywords:* OBE concept, public physical education course, teacher capacity enhancement

## Introduction

The concept of OBE was first put forward by American William G. Spady in 1994, who explained the concept and structure of OBE (Spady, 1994). However, the concept of OBE really comes from Bloom's "mastery and learning theory" and Taylor's "educational goal theory", which refers to taking goals as the basic and ability composition as the evaluation. OBE refers to a goal, which covers every element of knowledge, ability, and accomplishment generation in the education system, and lets every student know that achievement is a process of meaning generation. This model pays attention to what students get in the learning process and pays attention to the specific level, soon forms a new teaching model in the teaching of the United States and the European Union and other countries, and has been widely recognized by the international and domestic education circles. Results-based teaching is a results-oriented teaching reform based on students' expectations. Compared with the traditional knowledge-focused teaching and exam-oriented teaching, results-oriented education has outstanding characteristics. It focuses on students' ability to transfer knowledge, that is, "take away". It emphasizes that in the teaching process, teachers should internalize these skills and combine them with real life teaching. However, it should be noted that the OBE teaching philosophy, which is based on "student-centered, results-oriented and

---

Fund project: Teaching reform project of Chongqing Three Gorges University (Project number: JGZC2111).

LI Juncheng, Master candidate, lecturer, Physical Education and Health of Chongqing Three Gorges University, Chongqing, China.

continuous improvement”, puts higher demands on the quality and ability of public physical education teachers in universities.

### **Based on the OBE Concept, the Ability of College Public Physical Education Teachers Is Investigated and Analyzed**

College physical education is an important part of school education, and its implementation effect is related to the construction of active campus, healthy China, and lifelong physical education. Teachers should always adhere to the guiding ideology of “health first” in the process of implementing the education and teaching concept, and carry out the fundamental task of “cultivating morality and cultivating people”. Teachers’ teaching ability will become an important indicator point. Teachers’ teaching ability is affected by their teaching concept, the formulation of teaching objectives, the establishment of teaching content, the selection of teaching methods, the design of the process, the implementation of teaching evaluation, and at the same time, it is also affected by the teaching style and the personal charm of teachers. This study only focuses on the ability of drawing up teaching objectives, teaching organization and implementation, and teaching evaluation in the process of teaching implementation.

#### **Analysis of the Present Situation of Teaching Objective Formulation**

In the process of education and teaching, teaching objectives are both the starting point and the end of teaching. Their role can guide the process of education and teaching, test teachers’ ability to interpret and decompose national policies, and evaluate the effect of teachers’ teaching activities with established goals and standards. In the formulation of teaching objectives, it is easy to have unplanned, unorganized, and unspecific exposition of objectives, which is specifically manifested as that the teaching objectives fail to correspond to the curriculum objectives, the teaching contents cannot support the achievement of educational objectives well, or there are objectives, but they cannot play the role of guidance and screening. The indicators in the expression of goals cannot correspond to national standards. The state has put forward clear educational guiding ideology and specific teaching tasks in physical education teaching. Teachers do not take the target category as a guide in education and teaching, and the scope and depth of the teaching goals set cannot cover the improvement of students’ ability. The reason is that the teachers said that the teaching workload of college physical education courses is too large, and they are tired of the completion of teaching tasks and difficult to carry out teaching research (Wang & Su, 2013). The management system is not complete, the evaluation of teachers is not strict enough, and the measures of reward and punishment are not fully implemented and implemented, which has obvious influence on the subjective thinking of public PE teachers’ teaching evaluation. At present, there are some common problems in the scope of the evaluation system in colleges and universities, such as: The evaluation assessment test is merely a formality, ignoring the assessment effect, the reward and punishment measures are not perfect, the management of the practical ability training of public physical education teachers in universities is not perfect, the level of post training is low, and the training planning is insufficient. To improve teachers’ teaching ability based on the concept of OBE education, more attention is paid to the teaching result and the learning effect of students. However, nowadays, some universities do not attach importance to the management of public physical education teachers and are unscientific, which leads to the gradual fading of public physical education teachers’ teaching enthusiasm and unclear (Yu, 2002) teaching objectives.

### **Application Analysis of the Teaching Concept of College Physical Education Teachers**

The concept of education and teaching refers to the subjective understanding and rational thinking of the subject of education and teaching (teachers) while carrying out educational practice activities, which is the ideological precursor of teachers' teaching work. At present, the teaching process of college physical education takes sports skills as the main body and focuses on skills in teaching. The curriculum syllabus reflects that teachers have designed complete teaching objectives, teaching content, course plans, teaching evaluation, etc. It is analyzed that teachers focus on the level of students' skills. They do not pay attention to students' health level, health cognition, sports rehabilitation, and the mastery of injury knowledge, which is inconsistent with the current health education concept and fails to achieve a good unity (Pan, 2021) of education concept. There are two main reasons for the analysis: First, teachers' teaching habits are affected by traditional education concepts, and teachers' teaching modes in receiving education and training; the second is that teachers' enthusiasm for learning is not high due to problems such as preferential treatment, so that more teaching ideas cannot be well implemented.

### **Analysis of the Current Situation of Teaching Evaluation of College Physical Education Teachers**

PE teachers' teaching evaluation ability is a kind of behavior that teachers can use their own PE subject knowledge to measure students' learning ability, and can also reasonably evaluate the established teaching content, teaching methods, teaching requirements, and teaching environment. Before the evaluation, teachers need to have systematic professional knowledge, complete knowledge structure, and the implementation design of the evaluation process. At present, there are some phenomena in the evaluation of college physical education teachers, such as low level of evaluation content, single evaluation method, and non-incentive evaluation result, which makes the evaluation become a mere formality without substantive effect. There are two main reasons for this: First, students' disorganized thinking and the influence of traditional education thought, not paying attention to physical education curriculum, lead to the psychological slack of physical education teachers and do not study teaching evaluation; second, the teaching concept of teacher education has not been well applied to practice, and the value and significance of education and teaching evaluation for the implementation of national strategy has not been clearly recognized.

### **College Physical Education Teachers' Teaching Promotion Strategies**

The input of teacher education and teaching is closely related to the school's management system, reward and punishment system, and systematic professional title promotion. The realization of the teaching effect first lies in the level of teachers' teaching ability, and then in the school's teaching management and evaluation system for teachers, so as to promote teachers to study the reform of education and teaching based on the teaching status and educational concepts, improve the teaching quality of college physical education courses, and realize the basic function of college physical education to contribute to the national strategy (Huang, 2014) of strengthening education and healthy China.

## **College physical education teacher promotion path**

### **Regular Teaching and Research Activities Should Be Carried out to Update Educational and Teaching Concepts**

To carry out education and teaching activities efficiently, teachers' education and teaching concepts should be updated. Teaching and research activities can be carried out in the form of theme discussion, problem solving, case analysis, expert lectures, course observation, etc., to realize the effect of promoting construction through

evaluation and promoting ability improvement through participation in activities. As an educator, physical education teachers should first receive education, and then better undertake to guide students' learning and promote self-development. To effectively improve the teaching quality of public PE teachers, we need to create an excellent PE teaching environment of "establishing oneself by virtue, establishing learning by virtue and teaching by virtue", improve the teaching level of the whole university in an all-round way, and guide teachers to cultivate students' interest and stimulate individuals. In the management of college physical education, the first step is to improve teachers' ability to cultivate students' interest in physical education. For example, in physical education, some students like basketball, football, and skipping rope. Public physical education teachers should take full account of students' interests and hobbies in the teaching process and teach students according to their aptitude. Teachers should be based on the OBE teaching concept of "student-centered" teaching, to get students' learning "positive feedback", and then teachers can improve teaching according to students' feedback. In the long run, their teaching ability can be accurately improved (Kai & Yong, 2021). In addition, teachers should be inclined to find the students' sports problems, solve the students' sports learning difficulties, and make the students' sports consciousness develop simultaneously. Although college students have a certain basis for sports, but for running, skipping rope, ball games, etc., they still need to carry out sports posture and sports skills norms. In the whole process of education, teachers should pay attention to improving their own educational ability and do a good role model. In order to carry out the fundamental task of cultivating virtues, teachers' ethics should be regarded as the first and key to evaluate the quality of teachers, and actively guide the majority of public physical education teachers to organically integrate teaching with their own moral quality, and strive to establish themselves by virtue, learn by virtue, and teach by virtue, so that teachers can become their role models and guides with noble teacher ethics, personality charm, and academic demeanor. The advanced ideas acquired in the teaching and research activities are integrated into the whole process of education and teaching, to ensure that the effect of education goes in the same direction as the development of the country.

### **Deepen Communication and Improve Teaching Design**

The earliest proposer of teaching design is the ancient Greek philosophers Aristotle, Socrates, and Plato. It is now described as a kind of teaching plan drawn up by teachers according to a certain educational purpose and according to the teaching syllabus and teaching content. It can be understood that instructional design is the product of the development of the education system to a certain stage. In instructional design, we should consider our own sequence and order, analyze the relationship between knowledge points and knowledge points, and how to effectively combine knowledge points with learning, teachers, and teaching environment, and finally have a strong catalytic effect to facilitate the achievement of teaching purposes. How to effectively improve the teaching design ability of college physical education public course teachers under the concept of OBE? First, we should base on the students as the center, find out the students' sports foundation and sports interests at the present stage, and secondly, the output orientation is to pay attention to the amount of knowledge students have mastered in the learning process. And according to the amount of knowledge mastered to let themselves experience the fun of sports, temper the quality of will, finally, teachers should be based on the learning feedback of students constantly adjust their teaching design process. The specific implementation plan is that teachers use their heart and time to communicate with students, based on sports experience, viewpoint cognition, professional development needs of sports ability, etc., can fully understand the learning situation in the process of teaching design, and improve the relevance of teaching design, so that students in the process of exercise experience the happiness of learning and

learning achievements. Teachers should use cases, problems, views, and peers to exchange successful experience in the teaching process, warning cases; the management department can use the platform to build a resource library, and open to all teachers, and can solve the confusion in teaching to more scientific research and design to mobilize students' enthusiasm for learning.

### **The Ability to Write Papers and Promote Sustainable Development**

The habit of promoting teachers' reflection in teaching should be promoted by scientific research. First of all, From the perspective of OBE, we should pay attention to the combination of theory and practice, deepen the study of theoretical knowledge, transform knowledge into skills, and carry out efficient practical teaching, but the practical research ability of public physical education teachers in universities is not high. To better promote teachers' ability of sustainable development, a sound incentive mechanism should be established first, so that teachers can have ways and platforms to carry out scientific research feasibly. Teaching is the foundation of teachers' profession. Based on the teaching reality, teaching problems should be studied, teaching trends should be evaluated, and communication and publicity should be carried out through certain words, which is conducive to the formation of reflective habits. In the teaching reflection, teaching administrators constantly promote the teachers' passion for sustainable development. Secondly, teachers should be able to present their personal views in writing in every teaching and research activity, to promote the formation of teaching and research ability in the process of writing opinions. In the teaching of college physical education, teachers should establish a standard teacher competition and a variety of talent evaluation system. For example, universities can implement the three reward policies of "Public Physical Education Teacher Teaching Contribution Award", "Public physical Education Teacher Teaching Quality Dean Award", and "Young Public Physical Education Teacher Teaching Award", formulate "Public Physical Education Teacher Teaching Achievement Reward Measures", and establish a sound education incentive mechanism for public physical education teachers, to guide them to concentrate on educating people. Teaching administrators vigorously promote the title of "excellent teacher" and select "inspection-free teachers", so that the concept of "love teaching", "love health", and "love learning" can be deeply rooted in teachers' hearts. Finally, teaching administrators continue to strengthen the education and training of public physical education teachers. On this basis, according to the four requirements of "firm ideals and beliefs, firm moral character, solid knowledge, and kindness to the world", the Implementation Plan of the Public Physical Education Teacher Teaching Ability Improvement Plan has been formulated, and the training of public physical education teachers has been continuously strengthened.

### **Conclusion**

Teachers' teaching ability is related to the development level of education cause. Colleges and universities should do more in management: first, strengthen the training of public PE teachers' teaching design ability, teaching theory ability, and teaching creativity ability, including teaching training, teaching seminar, and teaching workshop. Second, they should strengthen their understanding of the frontier and science and technology of physical education, to adapt to the new era of knowledge explosion, constantly update the teaching content, innovate the course teaching mode, and serve the needs of students' growth. Thirdly, we should strengthen the advanced teaching concept and take the OBE thought as the guidance, so that the teaching of ordinary physical education teachers should be changed from "teaching first" to "learning first", from "teacher first" to "student first", from "water injection type" to "ignition type", and promote the teaching effect by improving the teachers'

teaching ability, so as to enjoy the fun in the physical education course and strengthen the physique. The effect of perfecting personality and tempering will in physical education course.

### References

- Huang, R. P. (2014). Strategies to improve the quality of college physical education teachers under the background of new curriculum. *Education and Teaching Forum*, 5(32), 33-34.
- Kai, Q. L., & Yong, X. F. (2021). Research on the reform of public physical education teaching in colleges and universities based on the concept of OBE education. *Development of Education Science*, 3(3), 8-10.
- Pan, Q. Y. (2021). Exploration and reform of health education model of college physical education curriculum under the background of "Healthy China". *Contemporary Sports Science and Technology*, 11(3), 59-62.
- Spady, W. G. (1994). Choosing outcomes of significance. *Educational Leadership*, 51(6), 18-22.
- Wang, L. L., & Su, Z. W. (2013). Study on the present situation and construction countermeasures of physical education teachers in colleges and universities in Shanxi Province *Hubei Sports Science*, 32(9), 832-834.
- Yu, A. L. (2002). Current situation and countermeasures of college physical education teachers' human resources. *Journal of Physical Education College of Shanxi Normal University*, 17(2), 32-33.