On the Setting of Practical Personnel Training Courses 
Based on OBE Model

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Abstract
With the progress of education revolution, application-oriented talents training is especially important in the college and university teaching. The OBE(Outcome-based Education) Model fits the setting of talents training curriculum. It is a model that based on the newly developed educational idea of "output requirements", working out the according educational goals according to the learners' future working requirement, and planning the following curriculum and its evaluation model. This teaching model has a lot of great virtues for the undergraduate teaching delivery, so it is suggested to be applied in the teaching process for the undergraduate to maximize the teaching outcomes and cultivating as many talents as possible. this paper will illustrate the matching reform measures of OBE teaching model on the undergraduate teaching courses structure innovation

Introduction
With the deepening and furtherance of education reform, to cultivate the applied talents has become one of China's education key objectives. The National Medium and Long-term Educational Reform and Development Program (2010-2020) has raised the issue of reforming the talents training model- to stimulate the students' innovation spirit and to train the students' independent thinking. Therefore, the students' study efficiency can be improved from multi-angles; the professional knowledge and expertise can be enhanced on all aspects; the educational goal will move on from the pure knowledge to the subject students. On the purpose of cultivating students' abilities, it can change the education objective from the pure knowledge conveyance to the cultivation of students' abilities and skills.

1. The Introduction of OBE Teaching Model
The OBE (Outcomes-based education) originates from the western countries' compulsory education reform in the 1990s. Under the OBE teaching model, teachers will need to understand what skills the students should have after they finish study in advance, and they will design the whole teaching process including teaching plan, syllabus and evaluation model according to it so as to make sure the achievement of expecting teaching objectives. This structure, compared to the traditional teaching activities driven by teaching content, is a new teaching model driven by the students' learning outcomes. OBE teaching model focuses on the students' learning outcome and inducts backwards teaching activities and evaluation standards for the benefit of students' learning. OBE education theory promotes teachers' teaching processes and contents, updating their teaching methods in the light of the assessment of students' learning efficiency, therefore the ultimate aim of teaching quality can be achieved.

2. The status quo analysis of talent training course structure
In the traditional professional curriculum system, the main driving power of teaching is the conveyance of theoretical knowledge. The courses are lack of efficient assessment vehicle and essentially theoretical, thus it is very different for students to understand the related concepts and...
principles. The contradiction of knowledge delivery and teaching result in the traditional education model often leads to the failure of teaching goal. Specifically, there are following problems in the traditional teaching model:

The traditional teaching is driven by teaching-process. It requires teaching activities to be carried out by the pre-determined teaching planning, timing and schedule, ignoring the essence of "students’ acceptance".

The traditional education model stresses knowledge-driven at the price of students’ skill and ability advance. Within the traditional education system, teachers are more concerned with the teaching content, which leads to the students’ stiff memorization of the pure theories without understanding the substances, never mind the analysis and application in practice.

The traditional teaching method is teacher-centered. That is to say, normally teaching process is performed by students’ passive finish the teachers’ assignment. This rigid routine system needs to be innovated – team cooperation can be suggested and multiple aspects can be considered to improve students’ study efficiency. Besides, the traditional teaching is driven by the teach content and is short of the evaluation and assessment of students’ learning outcome. The delivery of course is based on the lecture of abstract theoretical point, and this results in the students only receive what they are instructed with no idea of what is the purpose of the knowledge point or how the theory they are taught can be used in the real work and life. In summary, this teaching content aimed activity ties students with stiff time and schedule and assessment method. It is not scientific or fair to give accurate and efficient appraise to students’ hard study.

3. The practical measures of talent training course structure reform under OBE model

It is suggested for the application-oriented colleges and universities to integrate the OBE idea into course setting and apply it to different specialty curriculum setting.

Set the unit goal as to after finish unit, students would be capable to specific job position and is employable”; setting the guiding ideology “ learning is the process of entering into the job market; after graduation students can immediately get into job with no problem”; setting the core objective of training the skill-oriented talent. The professional core subjects are connected with the industry’s real-time dynamic change and therefore closed linked to the students’ employability and competence, so when the teachers are setting the dynamic teaching goals, they need to subdivide the job skills related to different enterprise and industry positions and integrate the skills into different courses or units so that the suitable stratificulate teaching objectives could be made out.

Make the instructional design flexible: on the base of determined teaching goal, teachers should instruct the students the stepped studying goal, so that students are clear about what they need to achieve at different stages. Meanwhile, teachers should design the flexible classroom teaching activities according to the features of their students, teaching resources based on the designed teaching aim. Also, they need to consider the content of classroom teaching, the way they are teaching, and the assessment of students studying outcome, etc. All the above design should be practical and realistic according to the students’ and school’s condition.

Buildup an efficient evaluation and incentive mechanism; Teachers are suggested to buildup positive and active assessment system during their professional teaching. Examination performance is not the only standard to assess the students’ overall performance. Encouragement from the teacher is a best way to help the students to find their potential interest and improve their performance and lead them to confidently handle with their study and campus life, take active part in classroom and extracurricular activities. It is worthwhile to convince the students their own study capacity.

Enhance the industry-college cooperation education model: Besides the effective classroom theory delivery, Practical teaching is another important teaching component. Colleges and universities should think highly of cooperation with enterprises and strengthen the industry-college education model, which can make full use of the industry resources and provide more work placement opportunities. So that the students’ vocational skills and personal communication skills can be improved and they can be fit into their jobs very easily.
4. Application-oriented talents training program construction

The OBE model-based program construction is to integrate and combine students’ knowledge structure, skill and attitude. It is a consolidation of teaching process, learning process, and program outcome.

Actively promote cooperation with the industry expert; promptly invites the field professionals to analyze the industry needs and blank area, give suggestions and instructions for talents training, so that college and field experts can work together the goal for talent training. And effective information feedback channel should be established to grasp the students’ employability and suitability for certain job. Colleges can therefore adjust the goal or method of talent training flexibly according to the above steps.

Establish the professional program system on the set goals; when construct the curriculum system, focus on certain graduation standards, and pay attention to the supported knowledge, ability, quality level and their inter-relationship, set up the course or unit platform horizontally with the same level course; vertically, form the series of units by allocating different levels; in this way, the series of units (in sequence) and units group(inter-related) can be formed. Students can select different course group or series according to their own interest. By personalized program arrangement and individualized cultivation, each student will possess their unique grow-up channel and personalized guidance. This can help them improve their self-study and make them sustainable develop themselves.

Make the outcome-oriented instructional design; addressing the graduate standard according to the instructional design: graduation standard should be in accordance with the teaching content-make it clear what the course contributes to the graduation standard, and where in the unit content is it reflect the requirement for quality graduation, and at last ascertain the teaching hours for these contents.
The instructional design is made on the base of expected learning outcome; In the mock vocational environment, the students are motivated to solve the realistic problems. In order to achieve the expected outcome, teachers and lecturers are required to understand what is going on in their lecturing industry and be familiar with the working process and how what is expected for the industry to the graduates. Only by achieving this could the teachers make sure what they teach is closely connect with the industry trends.

Keep on improving the curriculum setup; through the introduction of quantified education evaluation mechanism to fulfill the standardization of course teaching. Using the government educational proposals as references, colleges and universities will continuously improve the curriculum setup and promote the teaching quality assessment mechanism. Each part of the teaching process should have quantified and qualified indicators to make sure the continuous standardization of course teaching.

**Conclusion**

There is no fixed rules or formats for the OBE teaching model to be applied in the curriculum design. It is more like a guidance of an ideology in the current education reform. Yet, just as abstract as it is can it be widely used by people under different circumstances. And this flexibility leads course teaching not more a single jejune module, but easy to adjust and soft base on the dynamic surroundings. OBE teaching module is essential prerequisite for the undergraduate education. Applying the OBE teaching module to the classroom will not only improve the efficiency of education but also help schools and colleges to achieve the ultimate goal of providing qualified graduate talents.

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**References**


