Research on the Cultivation of International Talents in Applied Universities under the Concept of OBE

Fang Liu

ZHEJIANG YUEXIU UNIVERSITY OF FOREIGN LANGUAGES, Shaoxing City, Zhejiang Province, 312000

ABSTRACT. This paper analyzes the current problems in the cultivation of international talents in applied universities. It mainly includes: unclear teaching objectives, simple teaching ways, lack of evaluation systems. In order to solve these problems, this paper proposes to do some optimization under the guidance of OBE concept. Taking the market demand as the core to determine talent training objectives. Taking the career goals as the core to determine job qualifications. Construct curriculum system around job qualifications. Carry out classified and graded teaching. Building better teaching guarantee systems.

KEYWORDS: Applied universities, International talents cultivation, OBE

1. Introduction

OBE is the abbreviation of "outcome-based-education". It is a learner-centered and learning-oriented educational philosophy. Research by Baron and others argues that the OBE encompasses elements of learner-centered, results-oriented and continuous improvement. Among them, the learner-centered concept absorbs the humanistic psychology of Maslow and Rogers, which includes teaching principles, educational purposes, and requirements for teachers, etc., and emphasizes on stimulating learners' motivation to the maximum extent, cultivating people who can fully adapt to changes and guide the full development of their personalities. The results-oriented concept comes from Spady, which means that what students can do after learning, rather than just knowing or knowing, should be visual and observable. The concept of continuous improvement comes from the theory of quality management. It refers to the evaluation and continuous improvement on different levels such as training objectives, graduation requirements and course teaching, which is finally reflected by the improvement and improvement of students' learning effect. Generally, scholars tend to regard OBE as a mode of thinking, teaching and engineering education, and pay attention to curriculum design and teaching improvement under the concept of OBE.

Applied University refers to the undergraduate colleges and universities which take the application-oriented orientation as the school running orientation, rather than the scientific research orientation. It can be divided into 4 types. They are application technology university, teaching service university, teaching application university and research application university separately. The characteristics of applied universities can be summarized as follows: ①Guided by market demand, applied universities serve the development of local economy. ②Cultivate inter-disciplinary and innovative talents.③The school and the enterprise jointly run the school. ④The applied universities take the responsibility of linking secondary vocational education and higher vocational education. In general, the applied higher education is to lead the application-oriented specialty through discipline construction, with the purpose of developing the construction of a professional cluster based on the discipline construction, and docking the industrial chain with a better attitude. Therefore, it is very important to investigate and test the learning effect in the construction of applied universities.

Since 2016, the Chinese government has taken many measures to support the applied universities to cultivate international talents, such as government funding and personnel allocation. Therefore, how to build Application-oriented Universities under the guidance of OBE concept is the concern of many researchers and policy makers. This is also the starting point and end point of this paper.

2. Problems in Cultivating International Talents in Applied Universities

2.1 Unclear Teaching Objectives

The unclear teaching objectives are mainly reflected in the following aspects:① The positioning of international talents is not clear. The goal of international talent teaching is to train college students into international talents who are familiar with the current situation of economic and cultural development at home and abroad, have a global vision and communication ability. In the process of international talent teaching, some applied universities are only limited to introducing international courses, so that students can master a foreign language or participate in the international exchange of joint training, staying at the bottom of the project. ② The teaching objectives are narrow. At present, the cultivation of international talents in Application-oriented Colleges and universities is mostly limited to foreign language ability. To a certain extent, it enables students to master the cultural, social, political and economic conditions of other countries. However, they are still very short of understanding and mastering the international common rules, the integration of different cultures, the trend of world politics and economy, etc., especially from the background of traditional Chinese culture and the reality of contemporary China, It is also a weakness to make the understanding and judgment different from those of other cultural backgrounds.

2.2 Simple Teaching Ways

The teaching ways of talents are composed of a series of teaching activities and corresponding conditions, including specialty setting, curriculum system, teaching links, teaching staff and so on. The training way of talents is composed of a series of teaching activities and corresponding conditions, including specialty setting, curriculum system, teaching links, teaching staff and so on. At present, the main problems of research-oriented universities in this respect are as follows: ① The lack of coherence and systematicness among the courses. Single professional content can't meet the needs of improving students' comprehensive quality. ② The degree of internationalization of the course is not enough, and the implementation effect is not fully displayed. The courses are far from meeting the needs of students to participate in international affairs in the future.

2.3 Lack of Evaluation System

Talents evaluation refers to a series of activities that objectively measure and scientifically judge the training process and the quality of talents, and timely feedback and adjustment of information. At present, there are still some disadvantages in the evaluation of international talent training in Applied colleges and universities, such as unidirectional, one-sided, single, lagging and so on. The lack of the current evaluation system is most prominent in two aspects, one is the one-sided evaluation criteria, the other is the simplification of evaluation methods. The criteria of talent evaluation should be diversified. However, the current evaluation of international talent cultivation in local universities in Beijing still follows the past evaluation standard of students' knowledge, which is too one-sided, which is not conducive to the overall development of students. In addition, Beijing Local Colleges and universities still take examination as the main evaluation method in the evaluation of international talent training. It is true that scientific examination means is an effective means to select talents, but examination and talent training evaluation can't be equal, unified examination standards are not conducive to stimulate students' innovative thinking and cultivate their innovative ability.

3. International Talents Training Under the Guidance of OBE

3.1 Taking the Market Demand as the Core to Determine Talent Training Objectives

First, students must have strong foreign language communication ability, especially English communication ability. Master the comprehensive application ability of listening, speaking, reading, writing and translation. Second, it is necessary to formulate specific talent training programs according to the training direction of applied universities. Applied universities need to consider the requirements and expectations of stakeholders such as the government, schools, employers, teachers

and students, and then determine the goal of professional training. It is necessary to formulate a special talent training program according to the talent training direction of application-oriented universities. For example, for colleges and universities that cultivate cross-border e-commerce talents, it is necessary to formulate talent training programs including business English, foreign trade business process, operation ability of cross-border e-commerce platform and foreign-related ability.

3.2 Taking the Career goals as the Core to Determine Job Qualifications

According to the needs of the industry the application-oriented universities serve, the training objectives of the courses are determined. Make clear the professional post ability, make the ability structure and curriculum system structure form a clear mapping relationship.

3.3 Construct Curriculum System Around Job Qualifications

First, the application-oriented colleges and universities should grade and classify the teaching according to the students' English level. After entering the University, the freshmen should be divided into different grades according to the scores of the single subject and the test results. Students can be divided into three levels: B, A, study abroad. Level B is a basic class, and the teaching goal is to improve students' Comprehensive English language foundation, on this basis, to cultivate students' basic professional knowledge and skills, to meet the requirements of domestic practice base. Level A is an improved class, the teaching goal is to cultivate students' language knowledge and skills, and require them to master in-depth professional knowledge to meet the requirements of foreign internship; The goals of the class studying abroad is to make the students master English and proficient in professional knowledge, students need to pass the examination abroad and complete their studies in foreign universities with mutual recognition of credits.

The curriculum system includes general education platform course, discipline foundation platform course, discipline professional course platform, comprehensive application practice platform course and independent learning course platform. Professional curriculum platform includes: professional knowledge and skills course, cross-cultural communication module, humanistic quality module, etc. The professional courses in the curriculum system reflect the foreign-related nature of the curriculum modules and highlight the characteristics of internationalization.

3.4 Carry Out Classified and Graded Teaching

OBE requires the establishment of an effective continuous improvement mechanism. If the graduation requirements and training objectives are not consistent, the teaching activities should be improved, including the improvement of curriculum system, teaching staff and support conditions, so as to form a "closed-loop" supervision system, which can timely detect the deviation, analyze the causes of the

deviation, and correct the deviation. Therefore, it is necessary to adopt the teaching mode of grading and classification, so as to make timely adjustment when the teaching activities are inconsistent with the training objectives, and form a feedback step-by-step system.

Level B students have poor foundation, so they need to add English language basic courses in their freshmen stage, and consolidate their English language foundation through the practical training courses of English comprehensive skills training. In the second semester, class B students began to learn professional knowledge step by step to lay the foundation for practice. Level A students have a good foundation, so they can be encouraged to learn English language basic courses and all kinds of examination courses through autonomous learning; from the first semester of freshmen, they will be offered basic courses of professional courses to strengthen the comprehensive training of professional knowledge, because they are going to practice in foreign practice bases. Overseas students need to study abroad and complete their studies when they are senior, and they have a good foundation. Therefore, in addition to requiring them to complete the courses similar to those taken by class level A students, they also add courses of overseas studies as their compulsory courses or autonomous learning courses.

OBE advocates student-centered teaching, emphasizes knowledge integration, encourages students' cooperative learning, and requires teachers to cooperate in teaching. Therefore, in addition to the conventional teaching materials, teachers should also choose teaching materials that reflect the latest international information and customs of various countries. The teaching of professional courses requires teachers to prepare lessons collectively, connect various professional courses according to the real business process, coordinate the progress, arrange the in class training practice of each course, and adopt the project teaching method and "virtual company" teaching method to teach with achievement orientation; the grading and classification teaching also requires teachers to teach students in accordance with their aptitude according to each person's situation. In the teaching process, teachers need to introduce the real business process and skills into the classroom as the teaching content, and also pay attention to help students improve cross-cultural business communication skills.

3.5 Construction of Security Systems

First, training teachers. In order to ensure the teachers have international qualification and course teaching ability, it is necessary for front-line professional teachers to participate in international academic exchanges, overseas research, study and practice in enterprises. Second, increase hardware and software supporting facilities. We should improve the functions and functions of multimedia classroom, autonomous learning voice center, FM radio and campus network, and strengthen the corresponding teaching management measures matching with computer teaching. Third, enrich extracurricular activities. Through holding debates, competitions, simulation competitions and other activities, we can improve students' international humanistic quality. Fourth, let students really participate in foreign practice.

Establish international talent training base group with foreign enterprises, invite enterprise personnel to carry out on Campus Training for students, and send students to these practice bases every year. Colleges and universities can also sign cooperation agreements with foreign universities to carry out exchanges and cooperation in education, academic and cultural fields, so as to further promote the internationalization of teaching.

References

[1] Cui Liying. (2018). On the development process and characteristics of application oriented Universities. *Journal of Henan Institute of Science and Technology*, 38 (2), p.13-16.

[2] Richa Khanna, Divya Mehrotra. (2019). The roadmap for quality improvement from traditional through competency based (CBE) towards outcome based education (OBE) in dentistry. Journal of Oral Biology and Craniofacial Research, 9 (2), p. 139-142.

[3] Zhao Honghai. (2016). Teaching reform of engineering education based on achievement oriented Education. *Dalian university of Technology.*

[4] Spady W G, Marshall K J. (1991) Beyond traditional outcome-based education educational. *Educational Leadership*, 49 (2), p. 67-69.

[5] Spady William. Outcome-Based Education: Critical Issues and Answers. *Arlington Virginia: American Association of School Administrators.* 1994, 17-18, 186, 51-52, 51-52, 153-180.

[6] Maureen Tam. (2014). Outcomes-based approach to quality assessment and curriculum improvement in higher education. *Quality Assurance in Education*, 22 (2), p.158-168.

[7] Gong Jianmin. Research on curriculum system design in Colleges and Universities. *Higher Education Press (2017),* P, 122.

[8] Zhang Nanxing, Zhang Lian, Wang Xinfeng, Sun Jihong. (2020). Understanding OBE: origin, core and practice boundary. *Research in Higher Education of Engineering.* 38 (3), p. 109-115.