Paths and Strategies for Improving the Core Literacy of English Majors Based on the OBE Concept

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Abstract: *As an emerging educational concept, OBE organizes, implements and evaluates education centered on the expected learning output, which is the structure and system of the learning output driving the entire course activities and student learning output evaluation. Based on the OBE concept, the teaching reform of English majors truly reflects the student-centered, practical application as the goal, and fully taps the potential of students. The research content of this paper mainly includes three aspects: First, the implementation process of the OBE concept is studied, including four steps of "defining learning output, realizing learning output, assessing learning output, and using learning output". The second is to analyze the core literacy composition of English majors, including five aspects of "language ability, thinking ability, cultural character, learning ability, and communicative ability". The third is to put forward the paths and strategies for improving the core literacy of English majors: cultivate innovative thinking ability, use the network to expand core literacy, play the role of practical teaching, innovate teaching evaluation methods, and focus on cultivating autonomous learning ability.*

Keywords: *OBE Concept; English Major; Core Literacy; Paths and Strategies*

1. Introduction

OBE (Outcome-based Education) is a characteristic foreign language teaching theory, which aims to solve the drawbacks of foreign language teaching "emphasizing learning over practical use and separating learning from practical use". The emergence of OBE has a profound social background and theoretical basis, whether it is Le Goal theory and Bloom's mastery learning theory, or competency-oriented education theory and standard-referenced learning theory, all of which have laid the foundation for OBE. Since it was proposed by Spady et al. in 1981, the OBE concept and method have been recognized as an effective way to pursue excellence in education, and have been valued by famous universities around the world. It has become the mainstream concept of education reform in the United States, Britain and Canada. As an emerging educational concept, OBE organizes, implements and evaluates education centered on the expected learning output. OBE emphasizes both the output process and the output results. Teaching must achieve teaching goals and promote the occurrence of effective learning, and advocate the close combination of input learning and output application. OBE theory emphasizes the dominant position of students and encourages students to arrange their own flexible time to study in order to achieve the goal of efficient outcome output.

The training of English majors has a solid English language foundation, rich English language and cultural knowledge, proficient English language skills, high language application ability, research ability and professional quality. Good ideological and political quality, rigorous academic style and innovative spirit. Research-oriented innovative talents who can further engage in academic research in the fields of English language, literature and translation, or application-oriented talents in related professional fields. As colleges and universities expand the scale of enrollment, teachers undertake heavy teaching tasks. There is not too much time to systematically reflect on teaching methods and teaching objectives, not enough energy to pay attention to changes in learning conditions, lack of complete teaching design and comprehensive teaching reform, and the quality of teaching has dropped significantly. The teaching of foreign language majors is still mainly based on knowledge and indoctrination, and it is difficult to effectively improve students' language practice ability, thinking ability and cross-cultural communication ability [1].

Core literacy is a necessary character and key ability that a person gradually forms to meet the

needs of personal lifelong development and social development in the process of receiving education at the corresponding stage. The Ministry of Education's "Opinions on Comprehensively Deepening the Curriculum Reform and Implementing the Fundamental Task of Lide and cultivating people" requires that the core literacy system be used as the basis for the formulation of academic quality standards. The core literacy is defined as the necessary character and key ability to meet the needs of lifelong development and social development [2]. The core literacy of English majors is not only limited to professional knowledge and vocational skills, but more importantly, the comprehensive performance of emotions, attitudes, knowledge and skills. This kind of connotation beyond knowledge and skills can correct the educational bias of prioritizing knowledge, neglecting ability, and ignoring emotional attitudes and values, and more fully and systematically reflect the goals of higher education and the concept of quality education [3]. The teaching reform of English majors based on the OBE concept truly embodies the student-centered thinking, ensures that every student can "learn something", and highlights the humanistic, instrumental and professional nature of English teaching. Taking the teaching reform as an opportunity, constantly update the concept of education and teaching, comprehensively cultivate the core literacy of college students, and cultivate high-quality applied talents with English practical application ability and innovative spirit.

2. Implementation Process of OBE Concept

Based on the concept of OBE, it emphasizes the operation of output-driven education system, focusing on four aspects: why to learn, what to learn, how to learn, and how to evaluate. OBE emphasizes that any educational and teaching behavior should be carried out around the learning effect of students. The outcomes achieved through learning are the driving force of the entire education system, and all instructional designs must be oriented towards student outcomes. Emphasizing the achievement of students' individual learning outcomes, not emphasizing the comparison between students, the student-centered idea is the important spiritual core of OBE [4]. The implementation process of the OBE concept is shown in Figure 1.
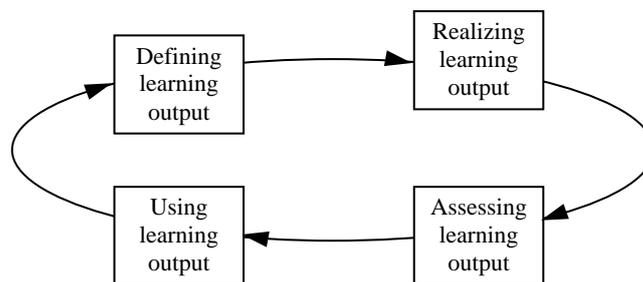

Figure 1: Implementation process of OBE concept

2.1. Defining Learning Output

The OBE philosophy emphasizes a clear definition of expected 'learning outputs', focusing on the key lessons learned through specific activities. Taking the output results as the starting point and end point of teaching, it leads students to selectively study the input materials, and finally realizes the seamless connection between learning and application. The definition of learning output should be operational and specific, and all teaching plans and course content should follow the principle of "retrospective design" to achieve a complete matching matrix. Design teaching content, teaching process, teaching methods and teaching ways according to the learning output.

2.2. Realizing Learning Output

After clarifying the learning output, teachers design a variety of teaching activities according to the learning content. Adapt to the characteristics of English learning, and create a suitable language learning environment by establishing an emotional atmosphere between teachers and students, between cognitive objects and cognitive subjects. This enables teaching to take place in a positive affective and optimized environment that engages learners' emotional activities in cognitive activities. This is

expected to activate learners' situational thinking, so as to acquire knowledge, cultivate ability and develop intelligence in situational thinking, and then obtain efficient learning output.

2.3. Assessing Learning Output

Assessment can be done after students complete group presentations or role-plays, and teachers can make targeted assessments of students' performance. It can also be student self-assessment, intra-group assessment, or inter-group assessment. Through peer-to-peer evaluation, the enthusiasm of students is fully aroused, and the purpose is to find problems through evaluation and continuously improve the quality of results. Assessment is also an effective method of evaluation. It is based on the premise of mobilizing students' enthusiasm, promoting students' initiative in learning, and allowing students to learn to learn [5].

2.4. Using Learning Output

Using learning outputs emphasizes two aspects. On the one hand, learners apply learning outputs to work, study and life, solve practical problems, gain experience of achievement, and stimulate interest in autonomous learning. On the other hand, the application effect of learning output, as the feedback of curriculum resource construction, provides a basis for teaching reform, provides a guarantee mechanism for continuous improvement of curriculum quality, and guides the optimization design of curriculum resources and teaching process. It is also used as a basis for adjusting training objectives, updating teaching content and enriching teaching methods, and continuously improving teaching quality.

3. Composition of Core Literacy of English Majors

To carry out the teaching of English majors, with the purpose of exploring the meaning of the theme, with the discourse as the carrier, in the language practice activities of understanding and expression, it integrates knowledge learning and skill development. Construct structured knowledge through thinking activities such as perception, prediction, acquisition, analysis, generalization, comparison, evaluation and innovation. In the process of analyzing and solving problems, develop thinking quality, form cultural understanding, shape students' correct outlook on life and values, and promote the formation and development of English majors' core literacy. The core literacy of English majors consists of "language ability, thinking ability, cultural character, learning ability, communicative ability", as shown in Figure 2.
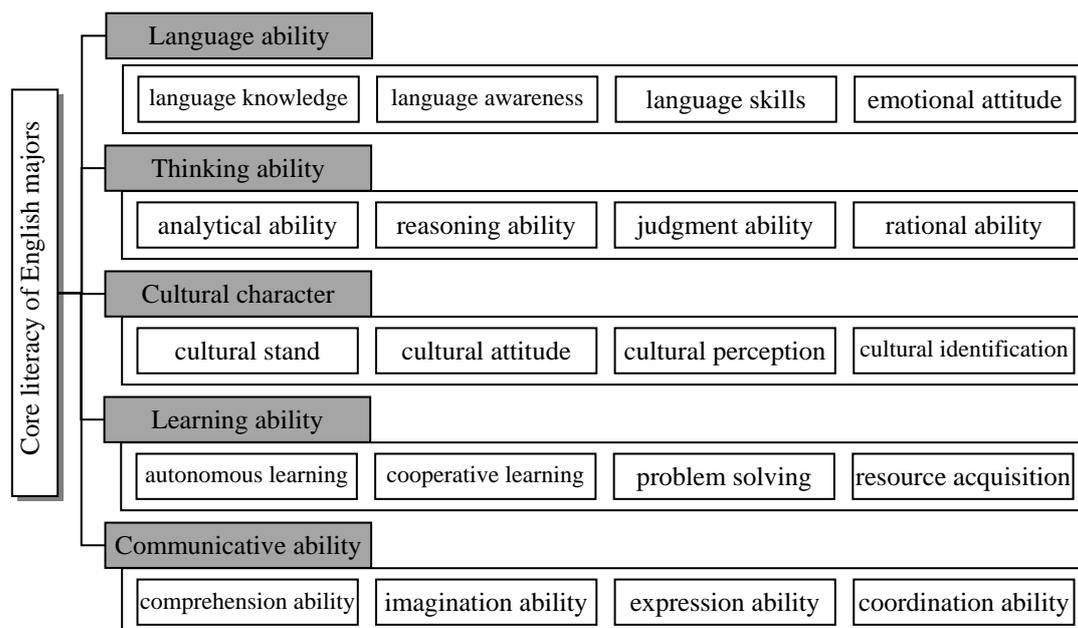

Figure 2: Composition of core literacy of English majors

3.1. Language Ability

Language ability is a psychological condition for individuals to use language tools to transmit information smoothly when interacting with others. Language skills include listening, speaking, reading, and writing. Research and practice show that human language ability is acquired and gradually developed through interaction with adults or receiving systematic education on the basis of the physiological quality of speech. Students need to go through systematic learning, and only on the basis of a full understanding of the language can they gradually develop the ability to apply language [6].

3.2. Thinking Ability

Thinking ability mainly refers to the differences in intelligence characteristics of individuals in thinking activities, and is an important indicator to measure a person's thinking development level. The English thinking mode is different from the Chinese thinking mode in terms of grammar, semantics, discourse and pragmatics. In the process of English learning, the similarities and differences, connections, transformations and complementarities between English and Chinese thinking modes will be discussed. This provides learners with cross-regional and cross-cultural thinking and imagination space, helps them broaden their horizons, and lays a solid foundation for the formation of a good cultural awareness.

3.3. Cultural Character

Cultural character refers to the understanding of Chinese and foreign cultures and the recognition of excellent cultures. It is the knowledge quality, humanistic accomplishment and behavior orientation of students in the context of globalization. Through the study of relevant courses for English majors, students can acquire cultural knowledge, understand cultural connotations, compare cultural similarities and differences, absorb cultural essence, and strengthen national identity and pride. In order to form correct values and moral emotions, self-confidence, self-esteem, self-improvement, have certain cross-cultural communication skills and the ability to spread Chinese excellent culture [7].

3.4. Learning Ability

The core values of socialism are the concentrated expression of the contemporary Chinese spirit, which embodies the common value pursuit of all the people. The socialist core values are endogenous, rooted in the fertile soil of Chinese culture, and hidden in the cultural blood of the Chinese nation. This is a brand-new presentation of the fine traditional Chinese cultural genes. Guide the construction of professional courses with the construction of ideological and political courses, promote the construction of ideological and political systems with the construction of professional courses, clarify the content and requirements of "ideological and political courses", and transmit correct values to students.

3.5. Communicative Ability

Communicative competence involves a variety of factors such as language, rhetoric, society, culture and psychology, including the ability to use linguistic and paralinguistic means to achieve a specific communicative purpose. Communicative competence includes the understanding and mastery of language forms, as well as the understanding and mastery of the knowledge system of how to properly use language forms to communicate at any time and any place. As an international universal language, English can cultivate students' communicative ability and communicative literacy, and enable students to actively promote Chinese excellent traditional culture and improve the influence of Chinese culture [8].

4. Paths and Strategies for Improving the Core Literacy of English Majors Based on the OBE Concept

The OBE education model is an innovation in educational paradigms. The teaching reform of English majors based on the OBE concept takes "learning output" as the goal, changes from quality monitoring to continuous improvement, and focuses on the all-round development of students. In order to further deepen the teaching reform and comprehensively improve the core literacy of English majors,

referring to the previous research results, this paper proposes the following paths and strategies to help the English major teaching reform.

4.1. Cultivate innovative thinking ability

Innovative thinking has novelty, uniqueness and originality, which can reflect the essential attributes of things, as well as internal and external organic connections, and can obtain new knowledge and new achievements. Innovative thinking emphasizes the connection between old and new knowledge, thinking from different perspectives based on existing information, and seeking answers from various aspects. Innovative thinking has flexible and unusual ability to respond to various stimuli of the thinking process, so that thinking activities are constantly adjusted. Innovative thinking has clear goals, pays attention to intuitive thinking, makes predictions and guesses in thinking activities, and puts forward unique and novel insights into problems. In English teaching, students are guided to think actively in different directions, think about possible answers to questions from multiple perspectives, and creatively use language to express their views in order to cultivate innovative thinking [9].

4.2. Use the Internet to expand core literacy

English learning based on the network environment breaks the traditional time and space constraints and realizes the openness, interaction, sharing, collaboration and autonomy of English learning. The online learning mode is not only human-computer communication, but also the communication between people beyond time and space. The use of multimedia to broaden the knowledge of English language and culture helps to understand the customs and specific rules of using the language in a foreign country. The network environment provides more learning resources and can more conveniently obtain learning materials. Use communication cases on the Internet to communicate with people in different countries and regions in real time, combine relevant suggestions and strategies for improving core literacy, and make full use of the Internet to expand communication experience.

4.3. Play the role of practical teaching

Practical teaching is an important part of higher education work, an important means of cultivating students' innovative spirit and practical ability, improving students' comprehensive quality, and a key link in cultivating innovative talents. The practical teaching content mainly includes the following [10]: English cultural knowledge practice, contact and understanding of the politics, economy, history, geography and contemporary social situation of English-speaking countries, and broaden the cultural horizon. English talent skills practice, cultivate students' courage to express their views and speak freely in front of the public, and integrate talent performance into English practice teaching. In the practice of English literature knowledge, in order to expand students' knowledge, cultivate critical thinking ability, improve English proficiency and humanistic quality, the teaching of English literature knowledge is included in the scope of practical teaching.

4.4. Innovative teaching evaluation methods

The multi-level evaluation of English teaching achievements under the OBE concept covers theory and practice, commonality and individuality, in-class and out-of-class. It is necessary to improve the evaluation subject, enrich the evaluation content, clarify the evaluation objectives, and implement the evaluation effect. Construct a targeted, scientific, open and efficient teaching evaluation system for English majors, integrate the dual roles of teaching and evaluation, and realize the integration of learning and evaluation. It is necessary to highlight the process of evaluation, but also to pay attention to the guidance. Based on the expected learning outcomes, choose the matching multi-evaluation method combining quantitative and qualitative evaluation, student mutual evaluation and teacher evaluation [11]. Through teaching evaluation feedback, actively guide students to discover problems, analyze problems and solve problems.

4.5. Focus on cultivating independent learning ability

Self-directed learning is a modern learning method corresponding to the traditional acceptance learning, and is "the ability to manage one's own learning". Students, as the main body of learning, are not dominated by others and are not disturbed by the outside world. Knowledge continues to grow through reading, listening, research, observation, and practice. Core literacy and autonomous learning

ability are mutual influence and mutual promotion. Self-directed learning is an effective way to improve core literacy, and the improvement of core literacy can also promote self-directed learning. Self-directed learning is a way of personal lifelong education in the future, and an effective channel to improve and cultivate the core literacy of college students. Encourage and urge students to participate in the second classroom activities, broaden their cultural horizons, and cultivate their ability to learn independently.

5. Conclusions

Based on the OBE concept, focus on the final output of learners, reverse design around the expected output, expand students' chances of success and provide help, and have high expectations for students' success. Based on the OBE concept, it truly embodies the student-centered, practical application as the goal, fully taps the potential of students, improves the ability of autonomous learning, and provides new ideas for the improvement of core literacy from the aspects of teaching objectives, teaching content and teaching evaluation.

Acknowledgements

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