Exploration and Practice of "Pre-school Hygiene" Teaching under the OBE Concept

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Abstract: The OBE concept is an outcome-oriented educational concept. Guiding teaching reform with the OBE concept is more conducive to achieving teaching goals and implementing the student-centered educational concept. This paper explores the teaching of the "Pre-school Hygiene" course based on the OBE concept. Firstly, it analyzes the connotation of the OBE concept, and then discusses specific teaching reform strategies according to the characteristics of the "Pre-school Hygiene" course, hoping to provide some useful references for teaching innovation.

Keywords: OBE concept; Pre-school Hygiene; Teaching reform

1. Analysis of the connotation and characteristics of the OBE concept

OBE (Outcome-Based Education) sets clear teaching goals before the start of teaching. The entire teaching process is centered around achieving teaching goals and obtaining teaching results. It advocates learning models such as inquiry-based learning, cooperative learning, and self-directed learning. The fundamental steps of OBE teaching are as follows: Firstly, learning outcomes must be clearly and thoroughly defined, with any ambiguity or vagueness being unacceptable. These outcomes should be focused on core competencies, and the problems to be solved by each goal must be delineated [1]. Secondly, the achievement of these outcomes necessitates the determination of the most efficacious teaching design and learning resources. Thirdly, a process of evaluation must be implemented. The evaluation of learning outcomes should be conducted in accordance with the pre-set goals, and any existing problems should be identified. Improvement suggestions should then be put forward, based on the problems identified. It should be noted that, following the obtaining of improvement suggestions, the learning outcomes should be adjusted accordingly. Finally, apply learning outcomes to test whether the learning outcomes of this course can be applied to the learning of other courses and whether they can support students in further enhancing their professional skills [2].

The OBE concept is predicated on the premise that educators formulate teaching plans in reverse. This involves the clarification of teaching goals, the analysis of students' learning situations, and the estimation of

the discrepancy between current development and the goals. Subsequent to the completion of this preparatory work, a corresponding teaching plan is then designed. Consequently, the entire teaching activity is oriented around students as the primary focus, thereby disrupting the conventional teaching paradigm that is centered on knowledge, textbooks, and teachers, and genuinely serving students' development [3].

2. The general teaching idea of the "Pre-school Hygiene" course under the OBE concept

The "Pre-school Hygiene" course constitutes a fundamental professional module within the pre-school education major. The course is replete with theoretical knowledge and is highly practical in nature. The OBE educational concept emphasizes students' active participation in learning activities, necessitating students to comprehend theoretical knowledge and to participate in hygiene work in pre-school education. Through thinking about theoretical knowledge and participating in the whole process of conceiving, designing, implementing, and operating pre-school hygiene practical activities, students can master course knowledge and strengthen their professional abilities [4]. The "Pre-school Hygiene" course encompasses a range of modules, including physical measurement and growth assessment of pre-school children, as well as brochures and reports on the subjects of physiological hygiene, psychological hygiene, and childcare promotion. Each module is meticulously designed, delineating specific objectives and outcomes. In accordance with the OBE concept, the teaching of each module of the "Pre-school Hygiene" course is to be approached in a specific manner. Firstly, teachers are required to clarify the course's teaching outcomes and then to design innovative teaching methods guided by these outcomes. New teaching models are to be used to highlight the dominant position of students in learning, in accordance with the OBE concept's emphasis on students' independent exploration. Consequently, the design of an assessment plan is paramount, with the objective of evaluating the attainment of the teaching outcomes and subsequently adjusting subsequent teaching activities [5].

3. Teaching strategies for the "Pre-school Hygiene" course under the OBE concept

3.1. Setting the teaching outcomes of the "Pre-school Hygiene" course

Based on the OBE concept, teachers first set teaching outcomes and clarify the teaching goals of the "Pre-school Hygiene" course. The OBE concept starts from industry requirements, clarifies teaching goals, and then refines teaching steps based on the teaching goals. Based on the OBE concept, teachers need to first conduct industry research, understand the development trends, job groups, and skill requirements in the field of pre-school education, as well as the graduation goals and core abilities of pre-school education majors [6]. This course focuses on the core competencies and practical abilities of pre-school education majors, cultivating their pre-school hygiene theoretical knowledge and practical abilities. After conducting research and visits, teachers clarify the teaching goals and then design specific teaching plans around these goals. The OBE concept emphasizes students' learning initiative, guides students to explore, and pays attention to students' learning interests and exploration desires, enabling them to participate more actively in learning activities.

3.2. Introducing the flipped classroom to achieve independent inquiry

Introduce the flipped-classroom teaching model. Before class, teachers design self-learning tasks to guide students to carry out preview work. During the self-learning process, students independently think about and sort

out the basic knowledge of the course. Self-learning tasks guide students to think and explore based on questions. When designing questions, teachers closely connect with textbooks, clarify the logical relationship of course knowledge, teaching goals, and key and difficult points. While stimulating students' interest, teachers activate students' thinking and enable them to carry out in-depth learning [7]. In the specific implementation process, teachers connect with the course content, let students explore the content of this course based on the previously learned content through questioning, and connect new and old knowledge to help students complete the preview work. During class, teachers guide students to discuss the key and difficult knowledge of the course and the problems encountered during the self-learning process, and solve problems through discussion. The main task during class is exploration, which is completed through independent discussion and cooperative learning. After class, expand the course knowledge and extend the course content based on the online learning platform [8].

For example, in the "Children's First Aid" module, teachers set the preview task before class: Search for online materials and explain how to correctly perform the Heimlich maneuver when a child chokes on food. During class, teachers create a situation and demonstrate the correct operation of the Heimlich maneuver. After class, students independently simulate the operation and record the practical operation video and upload it to the learning platform for teachers to check. Thus, the flipped classroom promotes deeper learning and understanding through the three processes of pre-class preview, in-class explanation, and after-class supplementation.

3.3. Creating work situations to guide students' practice

In order to help students master the ability to carry out health care activities in pre-school education work, it is necessary for teachers to create situations and guide students to explore and practice. Situations can increase the fun of problem-exploring activities and make students unconsciously enter the situations to carry out in-depth learning. When guiding students to explore problems, teachers can build situations related to the problems, which can enhance the attractiveness of the problems to students and effectively help students develop their knowledge-application abilities [9].

For instance, when learning "Children's Dining Hygiene," teachers can create a practical situation. Situation: During lunchtime in the kindergarten, many children pick out the vegetables they don't like, making the table and the floor dirty. They turn a deaf ear to the teacher's persuasion and find a series of reasons to avoid eating. Some children even resist eating by crying. Facing this situation, if you were one of the kindergarten teachers, how would you deal with it?

Students think and discuss in the situation, design practical plans, and propose two solutions: First, tell children the knowledge about a balanced diet and remind them not to be picky eaters. Second, according to the characteristics of children, such as "liking to imitate" and "loving to be praised", praise the well-behaved, non-picky, and non-wasteful children, and create a good dining environment through the influence of the collective atmosphere. In the situation, students have certain cognitive conflicts, and the situation deepens their understanding of this cognitive conflict, helping students enter the state of in-depth learning and achieving good learning results [10].

3.4. Forming cooperative groups to explore problems together

In order to understand theoretical knowledge, students often need to discuss. Through discussion, the sparks of thinking collide, and in-depth learning is achieved. Therefore, teachers introduce the group-cooperation method into the course, let students form learning groups, communicate and discuss within the group, and summarize and improve. Based on learning tasks, guided by questions, students explore, think, communicate, and summarize to

improve their abilities and qualities [11]. Students within the group can generate different perspectives and views of different depths, promoting the discussion within the group and completing the pre-set learning outcomes through discussion. Teachers, as participants, provide real-time help, guidance, and assist students in learning exploration.

In the teaching of the "Pre-school Children's Nutrition" module, to enable students to effectively master and apply children's diet and nutrition knowledge, teachers design a group task for the project: Select a local kindergarten to conduct a "Survey on the Winter Diet with Quantity for Pre-school Children," analyze the children's nutritional status based on the survey results, and design a comprehensive winter diet with quantity for children according to the learned knowledge. In this learning task, students first design interview tasks, conduct interviews and surveys with children and teachers in groups to understand their dietary preferences. Then, the learning groups sort out the knowledge of children's nutrition, and make a winter diet with quantity for three meals a day, taking into account the calorie ratio of three meals and the intake ratio of various nutrients, combined with the dietary characteristics of the Chongqing area and the dietary preferences of children. In this group-cooperation learning activity, students not only applied the knowledge of pre-school children's nutrition but also exercised their digital application ability, such as using online design software to design beautiful recipes, laying a solid foundation for subsequent pre-school education practice.

3.5. Designing practical activities to serve society

At present, young students have increasingly diversified information-acquisition channels. Especially with the wide-spread popularity of the Internet and smartphones, young students show new characteristics of "being online all the time, every day, and by everyone". Therefore, the Internet will play an important role in science-popularization activities, enabling the spirit of social service and other excellent ideas and spirits to truly penetrate into the minds of young students [12]. To promote the development of students' professional ethics and help improve students' comprehensive qualities, this course guides students to participate in rich social practice activities, broaden their horizons, and develop a sense of social responsibility through serving society [13]. For example, this course has specially launched the "Young Learning Vision" WeChat official account. Oriented by the results, teachers assign writing tasks for the official account. Students write articles related to common infectious diseases of pre-school children in groups and publish them on the WeChat official account platform, popularizing health knowledge through the Internet platform and thus serving society. In addition, for the psychological problems of pre-school children, students record role-playing videos in groups. Two group members play the roles of teachers and parents and hold a symposium on children's psychological problems, making the popularization of children's mental health more vivid. At the same time, students also make childcare manuals for pre-school children for public welfare exhibitions to serve society.

3.6. Comprehensive evaluation of students' knowledge, abilities, and qualities

The OBE teaching concept takes students as the center and designs teaching plans around teaching goals, enabling students to solve problems through independent thinking, independent exploration, and cooperative negotiation. The teaching assessment of the "Pre-school Hygiene" course under the OBE concept should be benchmarked against the pre-set teaching outcomes, and design assessment indicators from dimensions such as knowledge goals, ability goals, emotional goals, and ideological and political education goals in courses to comprehensively evaluate students' performance in this course.

To achieve a comprehensive and integrated evaluation, this course integrates two assessment models:

formative assessment and summative assessment. The formative assessment refers to three assessment indicators: usual performance, attendance, and after-class tasks (including chapter tests and practical training tasks for each chapter). The summative assessment is the final-term assessment, which is conducted in the form of a closed-book exam. The total score is determined according to the proportion of 40% for the usual score and 60% for the final-term score [14]. It is necessary to use scientific assessment to help students identify problems in learning and guide students to deeply understand the developmental laws of children and educational methods [15].

4. Conclusion

Based on the OBE concept, teachers set teaching goals, design teaching syllabuses and lesson plans around the outcomes, and a series of teaching activities serve to achieve the teaching outcomes. In the "Pre-school Hygiene" course, around the pre-set teaching outcomes of knowledge literacy, ability literacy, emotional literacy, and ideological and political education literacy in courses, through activities such as flipped classrooms, situation creation, cooperative learning, and social practice, students can master the theory and practical abilities of "Pre-school Hygiene," and at the same time, cultivate students' teamwork ability and sense of social responsibility.

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