

Design of Kindergarten Teaching Activities Based on OBE Concept

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Abstract: OBE concept is one of the core concepts of results-oriented education. It plays a very important role in improving students' learning ability, exploration ability, innovation ability, cooperation and communication ability, and practical ability. In kindergarten education, adopting OBE concept for teaching is a beneficial attempt for quality education. Based on OBE concept, this paper aims to explore the strategies of kindergarten teaching activity design in order to provide reference experience for kindergarten teaching.

1. The Core Connotation of Teaching Activity Design Based on OBE Concept

OBE education is different from the traditional process-oriented education mode, which is mainly results-oriented, emphasizing how to make students obtain learning results, why to make students obtain such learning results, what effective strategies to help students obtain such learning results, and how to make students know that they have obtained corresponding learning results. Of course, the learning achievement mentioned here is not the summary of the course, but the maximum learning achievement that students can obtain after a period of study. It has six connotations:

(1) Learning outcomes are not the accumulation or average of previous students' learning outcomes, but the final results obtained by students after completing all the specified courses and learning processes;

(2) The achievement is the process of students' internalization, not only the students' feeling, memory and understanding.

(3) The results must contain practical content, can be applied to life, and may also involve the cultivation of students' values and emotional expression;

(4) The results are lasting, not temporary, close to "students' real learning experience" and are the result of students' extensive participation.

(5) Results need to give consideration to life skills and knowledge mining, pay attention to practicality, and the acquired knowledge is coherent and systematic.

(6) The result is the student's peak result, not the stage result. The evaluation of the result adopts the principle of reverse design, and so is the course.

The implementation of OBE education includes five core points, namely:

(1) Clear learning results. The final learning result represents the end point of OBE and also represents its starting point. This result can be evaluated directly or indirectly and can be described clearly. The results meet the expectations and needs of students, parents and teachers.

(2) Constructing curriculum system. In essence, the learning achievement of OBE education represents a kind of ability structure. The construction of this ability structure is mainly completed through curriculum teaching. There are countless ties between ability and curriculum system, which is an advanced mapping relationship. In the competency structure, each individual competency requires a clear curriculum title.

(3) To determine teaching strategies, OBE emphasizes what students have learned through the curriculum system, not what teachers have taught in class. In the learning mode, more attention is paid to research-based teaching rather than the traditional "spoon-feeding" teaching. Students'

ability to set and grasp their own learning objectives, learning process and learning plan in a timely manner.

(4) Perfect self-evaluation. OBE teaching evaluation focuses more on learning results, mainly using multiple evaluation methods and echelon evaluation methods. The evaluation emphasizes individual progress, comparison of learning abilities between different students, and specific grades of each student from initial to proficiency, with the aim of providing reference for teachers' teaching improvement.

(5) Reach the summit step by step. OBE divides the whole learning process of students into different stages, fully confirms the objectives of each stage, and then allows students to reach the peak of results by completing the objectives step by step.

2. Design of Kindergarten Teaching Activities Based on OBE Concept

2.1 The teaching activity design goal orientation

OBE concept is mainly an expansion and extension based on constructivist learning theory. It lays more emphasis on constructing learning points for students in real interaction so that students can deepen the acquisition of results through experience, cooperation and exploration. Kindergarten students are at a critical stage of cognitive development. According to the characteristics of this stage, the goal orientation of activity design based on OBE concept must be clear.

First of all, it should conform to children's cognitive characteristics. In our country, the age of kindergarten students is generally 3 to 6 years old, which is in the pre-operation stage of Piaget's cognitive development stage. The method of acquiring knowledge generally depends on concrete things. At this time, children can use reversible thinking to remember the contents of activities. ^[1]Let children know what I have done in this teaching activity, what I will do next, and what kind of abilities I will acquire through doing these. In order to encourage children to get rid of the self-centered concept, summarize the teaching process and design. For example, in the design of the teaching activity "I am a little painter", teachers can divide students into groups according to the characteristics of each student, and then let each group of students complete different tasks. The content of the task can be made by the students themselves in combination with what they have seen and heard in their life. After the students have defined the task, the teacher guides the students to make a detailed schedule, what each person needs to do, how to do it, and how to improve their ability after painting is completed. Since then, the students are gradually encouraged to complete the set tasks, and the group members actively feedback.

Secondly, we should pay attention to enlightenment and weaken the mechanical mastery of knowledge. Children in kindergarten do not have the ability to understand abstract concepts. ^[2]Therefore, when designing teaching activities based on OBE concept, some curriculum contents should be integrated into students' explicit or implicit activities. Through step-by-step enlightenment, children can practice, enhance cooperative learning and develop innovative thinking. For example, we can fully integrate the content of games into teaching and create a problem situation for children in the form of games.

Finally, we should learn to teach at different levels. For kindergarten students in small classes, we should give priority to inquiry learning, combine interesting cartoons such as mathematics and science, and use teaching aids to make students understand the contents of textbooks. For students in middle or large classes, hands-on and practical education should be given priority to so that students can slowly learn to solve their own problems.

2.2 The design process of teaching activities

In the design of teaching activities, we can proceed from the following aspects and follow the steps:

(1) Determine the expected results of this teaching. At the beginning of the teaching activities, the students should be told what to complete in this lesson, what to understand, what is the teaching goal of this lesson, and what skills to master.

(2) Determine the appropriate evaluation method. After the students know the general situation of this lesson, the teacher needs to consider how to test the students' achievement quietly. At this time, it is necessary to adopt appropriate methods according to the content of this lesson, such as reverse design method, scale method, situational task determination method, etc.

(3) Design teaching. After clarifying the teaching objectives and finding a reasonable evaluation method, teachers should pay attention to the structure-oriented design of teaching. For example, some key activity elements can be reverse designed to help students better internalize knowledge. Through a series of steps such as goal setting, choice of interest points, cooperative exploration, self-reflection, self-evaluation and effective organization, the teaching task is finally completed. Take "Looking for Friends" as an example. First of all, according to the students' personality characteristics, divide into groups and tell the students to find several good friends in this class. Then, let the students choose like-minded friends according to their own interests, and discuss problems with friends. Finally, let students reflect on why they find more or less friends than others and how they should communicate with their classmates.

2.3 The Framework of Teaching Activity Design

In the traditional kindergarten teaching activity design, teachers often help students arrange activities in the form of deduction and design teaching according to the content of textbooks. As a result, the knowledge points learned by the students are scattered and included in the whole activity, resulting in the lack of coherence between the knowledge acquired by the students in the last lesson and this lesson, the content learned is not deep and the effect is not good. OBE concept teaching is different. It is mainly based on activity design, combining hand-making, scientific and technological experience, natural perception, art world, etc. , Make everywhere is material, can learn everywhere. ^[3]The design framework of teaching activities based on OBE concept generally includes two aspects:

The first is based on diversified development. At present, there is no unified curriculum standard and bibliography for kindergartens in our country, but generally it includes mathematics, art, fine arts, music and other contents. Therefore, in order for students to obtain better learning results, diversified education must be carried out. Specifically, it is necessary to combine problem identification, natural practice, problem solving, interest exploration, expression and creation, cooperation and communication, and to teach at different levels. ^[4]

The second is based on hierarchical design. In small classes, problem-based inquiry learning can be adopted. The specific process is: problem guidance, arousing interest-independent assumption, design goal-observation and operation, data collection-group cooperation, analysis and discussion-expression and communication, and common summary. In the middle class or the large class, a learning plan based on problem solving can be adopted, and the specific process is as follows: determining the learning content, feeling and experiencing-defining the learning objectives, designing the learning plan-selecting learning props, trying to learn autonomously-practicing tests, and reflecting and summarizing. ^[5]

3. Case Study of Kindergarten Teaching Activities Based on OBE Concept

The theme of kindergarten teaching activities must come from a wide range of sources. While based on teaching materials, it should closely integrate all aspects of life and guide students to learn with results as the guidance. For example, the teaching course "Looking for Clothes" designed by the author can help students improve their self-care ability and change their bad habits. The specific courses are as follows:

First, Determine the theme-finding clothes

There are always a lot of "Mahas" in the campus, and clothes are littered everywhere, which makes the lost and found office store many clothes that students lose every day. This not only affects the beauty of the campus, but also brings inconvenience and trouble to parents, students and aunts who want to find their clothes. Therefore, the author aimed at this situation, based on training

students' practical inquiry ability, results-oriented, combined with life scenes, carried out relevant design.

Second, Design process

The students conducted a 6-week inquiry around the driving problem of "how to make students and parents find their own clothes more conveniently". This teaching design integrates the important concepts of fine arts, Chinese, mathematics, English, morality and society, information and other disciplines, and is associated with many disciplines.

3.1 The team members assign tasks and formulate activity plans

Students acquire information through mutual communication, asking parents, consulting teachers and other means, and with the help of parents and teachers, form basic concepts through information processing and analysis, and gradually realize that reasonable arrangement and design in life can achieve twice the result with half the effort. At the same time, through cooperative and inquiry-based learning, students can solve the problem of messy clothes while learning knowledge, establishing discipline ties, mastering skills, and comprehending reasonable arrangement and design will bring convenience to life.

3.2 Activity process

First of all, students through various channels, with the help of parents and teachers, collect information, understand the content and effect of classification of relevant information, and record it in their own way (such as painting, voice, etc.); then, through establishing contacts with other disciplines, students find the key methods to solve the problem of sorting and placing clothes, and communicate with other students. then, in their own families, practice their own ideas and let their mothers and themselves find their own clothes faster. Finally, summarize and share the activities and describe what you have finally gained in the activities.

3.3 Results Display

The final result display is presented in the form of a speech. Different from the past, the main character of this speech is no longer an individual, but appears in the form of group cooperation, showing their cooperative consciousness and ability in the process of learning and practice.

4. Conclusion

With the increasing pressure of social competition, students need to acquire more and more abilities. Kindergarten is the key stage of children's growth and development. Through good methods, it is very important to help children contact society earlier, contact life and develop good behavior habits to improve their comprehensive quality. Compared with traditional teaching methods, OBE education concept pays more attention to how to make students better acquire and how to better cultivate practical ability and practical ability. Although it is not widely used in kindergarten teaching at present, it will certainly become a popular means in the future. The research in this paper summarizes the OBE education concept and gives the design framework and case for this concept. However, due to the limitation of the author's level, there are still many deficiencies. I hope that in the future teaching, it can be continuously improved and improved.

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