Exploring the Training Mode of Applied Talents Based on OBE

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Abstract. Since the 18th National Congress of the Communist Party of China, education has been established with the fundamental task of establishing a person. It has promoted the transformation of local undergraduate colleges and private colleges to applied universities. Introduce OBE as a theoretical support for the cultivation of talents in applied universities, establish a life-oriented, competency-based education concept, and build a training system for applied talents. In particular, it will connect with professional groups within the social industry and summarize the corresponding professional capabilities. Construct a practical teaching system from the mode of classroom teaching, experimental training, and market environment gradient. Strengthen the integration of production and education, the institutional mechanism of school-enterprise cooperation, and simplify the evaluation of learning outcomes. Develop application talents with the ability to “innovate, creative and entrepreneurial”.

1. Introduction
Since the 18th Party Congress, Chinese higher education has made new judgments, new expressions and new requirements in the process of deepening reform. It is clear that Morality Education is the basic task of education, and it is clear that the newly established undergraduate colleges and some undergraduate colleges will be transformed into applied universities and cultivate applied talents. How to integrate Morality Education into the whole process of talent cultivation, make it more targeted and effective; how to understand the connotation of applied talents, and make the application-oriented talent training mode more scientific and operational. It has become a major theoretical and practical issue facing local undergraduate colleges and private colleges and universities. In the process of practice and exploration, we analyze the connotation of applied talents, establish a new concept of applied talent training, establish the goal of training applied talents, construct the process of training applied talents, and clearly evaluate the evaluation system of applied talents. In particular, it highlights the training objectives of "innovation, creativity and entrepreneurship" as the core, echoes the requirements of the era of "mass entrepreneurship, innovation", and the requirements of the application-oriented personnel training, which is more reasonable and easy to operate. Applied talent training mode.
2. RELATED THEORIES AND CONCEPTS

2.1. OBE
"Outcome-based education" (OBE) is the first educational idea developed in North America in the 1990s, but at that time the interpretation of its connotation was varied, even if it was a concept or a There are controversies about the patterns. Until 1994, when American scholar Speidi wrote "Output-based Education Model: Disputes and Answers," the understanding became more consistent. The author focuses on the results of talent development and regards educational structures and curriculum as a means rather than an end. This is a subversion of traditional educational ideas and paradigms. OBE believes that the purpose and standards of the design, implementation, and evaluation of teaching are the learning outcomes (Leaning outcomes) that students ultimately achieve through the educational process. After that, the Washington Agreement fully accepted the concept of OBE. China has become an official signing member of the Washington Accord in June 2016. As a theoretical support and training paradigm for talent cultivation in applied universities, OBE is an important reference for the transformation of traditional knowledge transfer into a competency-based theoretical basis and talent training model.

2.2. B. Applied undergraduate colleges and universities
In 2015, the Party Central Committee and the State Council demanded that some local undergraduate colleges and universities be transformed into an application-oriented type, and that the transformation and development of colleges and universities should be truly transferred to serve local economic and social development, and to enhance the ability of students to find employment and entrepreneurship. The reason why the university is still in the millennium is the balance between adapting to social needs and respecting its own logic through transformation and transformation of development methods. The development process of higher education, formalizing a process of continuous transformation of development methods. Applied undergraduate education is a higher level of technical education, which is relative to ordinary undergraduate and higher vocational colleges. General undergraduate and applied undergraduate courses are two different types of education for undergraduate education. The general undergraduate emphasizes the system city of knowledge, preparing for the development of research, and the professional is grouped by academic relations. The application of undergraduate course is guided by practical ability, guided by social requirements, emphasizing the integration of production and education, school-enterprise cooperation, professional close-knit industrial chain, and professional group corresponding to industrial construction. In terms of training specifications, the undergraduate training is not the subject-oriented, academic, and research-oriented talents, but the higher-level technical application talents that meet the requirements of the first line of production, construction, management, and service; in the training mode, the undergraduate application is adapted. The social requirements are the goal, and the students' knowledge, ability, quality structure and training plan are designed based on the cultivation of technical application ability. The course of "application" is used to build a curriculum and teaching content system, which highlights the cultivation of students' innovative entrepreneurship and technology application ability. Applied undergraduate and higher vocational colleges, it is clear that the application transformation time is relatively late, but in traditional undergraduate teaching, ability training has received special attention in quite a part of the majors, such as normal universities and medical universities, with special emphasis on education and teaching ability. The cultivation of medical treatment capabilities. Higher vocational colleges train general technical talents, apply undergraduate requirements with high speculative ability, more reasonable knowledge structure, pay more attention to technology-intensive advanced technology application talents, and produce the first-line managers, organizers and professional academic teachers.
3. ESTABLISH A NEW CONCEPT OF APPLICATION ORIENTED PERSONAL TRAINING
The idea is the ideological basis for guiding the development of things. OBE is the embodiment of post-modernism in education. It is the deconstruction of the deprivation of human subjectivity in the process of modernization and the return to the ultimate goal of development.

3.1. Establish a life-oriented philosophy
Unlike traditional teacher-centered, textbook-centric, and curriculum-focused, OBE is student-centered and based on academic learning outcomes. The education and teaching process must revolve around this center and serve this center. This drives the entire educational teaching process to focus on this center. First of all, the teacher's role must be transformed, from the subjective position of evangelism and professional confession, to be a leader, inspiration, consultant, and helper. Secondly, as a subject of learning, knowledge is not a process of self-shaking but a process of self-building. The ability to rely on oneself to temper, the experience depends on oneself to accumulate, the perception must rely on oneself to experience, to promote students' independent thinking, independent judgment, independent inquiry and Independent discovery. This will inevitably change the way of learning and form self-directed learning, inquiry learning and group learning. Thirdly, in the whole school system arrangement, the ideological understanding must be unified to all students, for the students, for all students. We will establish an institutional guarantee for the combination of production and education and school-enterprise cooperation, so that the entire teaching activities can be recognized and operated smoothly, and the institutions can be guaranteed.

3.2. Establish a new concept based on ability
Competence is the overall quality of a goal or task. Different from the traditional university's knowledge-based, the application-oriented university must establish a new concept based on ability, and cultivate the goal orientation to solve the practical process capability. Capabilities are concepts that are commonly used in a wide range of fields, with different requirements for capabilities in different areas. As an applied talent training, we must first highlight the students' learning ability. Inspire self-seeking, enhance self-confidence in learning, enhance learning concentration, independent thinking and knowledge integration, and also have certain critical thinking skills. Second, we must cultivate students' social communication and communication skills. Have an international perspective, understand international rules, and communicate smoothly in an international context. Pay particular attention to teamwork and contractual spirit, and pay attention to the improvement of verbal ability. Third, we must cultivate students’ ability to innovate and start a business. The threshold of e-commerce entrepreneurship is relatively low, and it should be condensed as a special feature of e-commerce. Train students to master the multi-disciplinary knowledge integration ability, master certain critical logic knowledge and critical thinking ability. Make full use of internship training, real business environment, experience and feel innovative and entrepreneurial, and form entrepreneurial ability with theoretical support and practical support. At the same time, application-oriented e-commerce talents should also have computer operation and Internet application capabilities.

4. The Establishment of Training
Regardless of the application-oriented talent development program or the OBE talent training model, the talent target specification is the first priority that must be determined first. OBE is a result-based education, what is the result of learning? “The result is a clear, visible, and verifiable outcome of the student’s learning at or after the end of a learning experience”.

The application-oriented e-commerce talent training goal should reflect the application-oriented talents with morality first, ability-oriented, innovation, creativity and entrepreneurship as the core.

4.1. Implement the fundamental task of the Morality Education
Since the 18th National Congress of the Communist Party of China, the basic tasks of Morality Education are established. Education bears the heavy responsibility of “shaping the soul, shaping life,
and shaping new people”. This requires the implementation of the whole process of professional education in the philosophy of Morality Education, and the integration of emotional attitudes, values and professionalism. Discover the special functions of the profession for the formation of students' good character and good professional conduct. "The ideological and political work system runs through the discipline system, the teaching system, the teaching material system, and the management system, and deeply builds an integrated education system.” 5, full-time, full-time and all-round education, and the application of e-commerce talents into a society Qualified builders and reliable successors.

4.2. Clarify the talent training goal with Sanchuang as the core
(1) The connotation, characteristics and training specifications of innovation, creativity and entrepreneurship. The connotation of Sanchuang Education is based on general education and professional education. Innovative education, creative education and entrepreneurship education are the new teaching forms and educational models of the main content of education. It is characterized by respecting individualized humanity requirements, guided by learning objectives, cultivating students and humanistic literacy and practical ability, to break new, reorganize and cross-border new ideas, and to highlight business model innovations, thus creating new value. Cultivating the specifications is to develop students with good professional ethics, cultivate students' innovative thinking, stimulate curiosity and imagination, present completed creative solutions, forge students' entrepreneurial spirit, and innovate students' creativity and application. Students' social viability and competitiveness.

(2) The logical relationship between innovation, creativity and entrepreneurship. Innovative education is the improvement and transformation of traditional educational concepts, education systems, teaching systems, teaching content, and teaching methods. The aim is to create a teaching situation suitable for creative generation based on the characteristics of creative talents and the law of cultivation, and to explore effective ways to implement creative teaching. Entrepreneurship education emphasizes the education of students' entrepreneurial spirit, entrepreneurial skills and entrepreneurial personality on the basis of creative education and innovative education. It encourages students to start their own businesses or make contributions in the process of studying or after graduation. E-commerce itself is the product of innovation, and it is the industrial cluster that is driven by business models and technological innovation. Innovative thinking is the soul, and entrepreneurial ability is the foundation. The three are interdependent and indivisible.

5. The Constructing of Talent Cultivation Process

5.1. Constructing an applied talent curriculum system
Professional surveys show that e-commerce work in the market can be classified into six major groups: website construction, online customer service, sales business, art, website design and operation. Corresponding to the requirements of the post requirements and self-employment requirements, application-oriented e-commerce talents must have: business marketing capabilities, system construction and maintenance (technical) capabilities, e-commerce operations planning capabilities and innovation and entrepreneurial capabilities. To implement the OBE teaching philosophy, we must build a talent training process in response to these four core competencies.

Compared to the traditional forward design, this is a reverse design that determines the target as a starting point. “The starting point and content of teaching is not what the teacher wants to teach, but what is needed to achieve the peak results.” 6 This reverse design, the forward implementation of the talent training program, can achieve the maximum seamless connection with social needs.

On the basis of rational speculation and practical exploration, the “1234” system (see figure) is a training model with good application-oriented talent training. 1 goal, applied talents, qualified builders and reliable successors in socialist undertakings; 2 concepts, student-oriented and ability-oriented concepts; 3 links, theoretical mastery, experimental training, Market practice; four kinds of approaches refer to the on-campus experimental training platform, the campus entrepreneurial platform, the
school-enterprise (political) collaborative education platform and the off-campus social open entrepreneurship practice platform.

5.2. Constructing a practical teaching system for applied talents

The most prominent feature of applied talent training is practical ability. In the process of training, the construction and implementation of the practical teaching system should be placed in a prominent position. Guided by practical ability, grasp the law, the organic connection, the system integrity, the orderly and progressive innovation practice ability training system, and form a three-dimensional, 6P, two-based practical teaching system (see Figure 2). Gradual advancement, interlocking, and continuous evolution towards results.
Based on the three dimensions of school, enterprise (government) and society, from the individual characteristics of students, supported by their knowledge structure and ability structure, from practical courses, professional trainees, practical training, graduation design (thesis), professional competitions, entrepreneurship Practice six links (levels) and promote them at different levels. At the same time, with the results of evaluation and testing, the small and medium-sized micro-enterprise network business incubation base, the maker space as the support. These two distinctive support bases are based on real business forms. The small and medium-sized micro-enterprise network business incubator base is the base for cooperation between the provincial government and the school. The stationed team competes on the basis of cross-border, breaking and restructuring. The school has given start-up fund support. It has already incubated more than 20 registered startup companies, and many students have embarked on the entrepreneurial path. The maker space is stationed in a team, and there are already teams such as big data processing, jewelry and furniture, and rookie stations. Most of the stationed teams are teacher-directed, students start their own businesses, and the real business environment has achieved staged, theoretical and practical results, providing support for the successful establishment of key disciplines in e-commerce.

5.3. Implementing the "three-oriented" education in the process of educating people
The practice of educating people is real, the school-enterprise is deeply coordinated and educated, and the three-innovation ability is integrated. First of all, the practice of the education process is real, the content must be practiced, and the real business and commercial platform must be provided for the students and the students should exercise from different real positions. Practice the methods and methods of educating people, change the classroom into the guidance, change the "teachers to listen to students" as "student lectures", guide students to provide creative solutions for real enterprises' products and business models, and test and perfect through professional competitions. At present, most of them adopt the "order class" joint education form, which not only provides a real corporate environment for students to learn, but also provides high-level "double-type" teachers for schools, and also provides reliable guarantee for students' employment and entrepreneurship. Reforming the curriculum system, the professional foundation course emphasizes the cultivation of innovative thinking, the practical curriculum to cultivate creative presentation ability, and the second classroom to exercise entrepreneurial ability. To create a step-by-step entrepreneurial platform, the "basic curriculum, curriculum practice, professional competition, pre-incubation, incubation, creator, science and technology park” progressive platform supports the gradual development of innovation, creativity and entrepreneurial ability.

6. Evaluation of Innovation and Entrepreneurship
The evaluation of learning outcomes is an important part of the talent training system. In essence, the OBE talent training model is based on “defining the expected learning production – achieving the expected learning output – evaluating the learning output – using learning to produce this main line”7, “This is a cyclical education.” The model, which is based on a student-centered philosophy, focuses on student performance as an empirical assessment of outcomes8. The goal of talent cultivation based on “Three Innovations” focuses on the ability to innovate and start a business.

Domestic researchers have conducted a useful exploration of the evaluation of college students' innovation and entrepreneurship, and strive to combine qualitative and quantitative efforts to strive for more quantitative indicators. Based on the OBE concept, the evaluation of student learning outcomes is based on three dimensions: comprehensive ability, professional ability, and innovative entrepreneurial ability. The basis of innovation and entrepreneurship training is professional. At the same time, innovation and entrepreneurship are the result of the comprehensive role of the whole school. The formation of core literacy requires the school to form a synergy and is indispensable. This raises the issue of the subject of evaluation of innovation and entrepreneurship. In reality teaching, evaluation is often conducted by a professional or even a teacher. This puts forward the operability of the evaluation index system. A detailed and detailed evaluation form of the indicator system, a
professional or even a teacher, is difficult to evaluate. This is not only a heavy workload, but also a comprehensive information issue. Therefore, in the three-dimensional evaluation system, two detailed and simplified evaluation forms are formed. The former is used for comprehensive evaluation, and the latter is used for professional and teacher evaluation of innovation and entrepreneurship of students' learning results, making it operational and objective. Sex and quantitative.

7. Conclusions
Morality Education has defined the basic tasks for colleges and universities, and OBE provides a new perspective on curriculum construction and evaluation. In a sense, OBE reverses the traditional curriculum to a certain extent. In the past, we emphasized "teaching". OBE emphasizes "learning", highlights the subjective status of students, and adopts independent learning, group learning, and inquiry learning. We have highlighted the knowledge base in the past, and OBE emphasizes the ability standard. This is a model suitable for the cultivation of applied talents. Specific to the e-commerce profession, it is a new profession, and it is a profession full of vitality and vitality. The reality is that society is at the forefront, practice is ahead, and theoretical construction and accumulation are relatively lagging behind. How to make an industry that is itself an innovation, an innovative profession, and create a batch of applied talents with the ability of "three innovations" has theoretical and practical significance.

Acknowledgments
This work supported by The 13th Five-Year Plan for the Development of Philosophy and Social Science in Guangzhou in 2016: The Optimization Mechanism and Countermeasure of Entrepreneurial Environment in Guangzhou Small and Medium-sized Enterprises (Project No.: 2016GZYB67); 2016 “Guangzhou Business School E-Commerce” Construction Project (Item number: TSZDK201601. Corresponding author: Allam Maalla.

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