

Research on Teaching Reform of Taekwondo Public Elective Course in Universities Based on OBE Concept

Jiaqing Li

Harbin Cambridge University, Harbin, 150040, China

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Abstract: With the development of society, the teaching reform of public elective courses in universities is also receiving increasing attention. Guided by the concept of OBE (Ability Based Education), this article explores the role of teaching reform in Taekwondo public elective courses in improving students' overall quality. Through discussions on teaching concepts, textbook design, and assessment methods, some useful conclusions and suggestions have been drawn.

1. Introduction

With the popularization of higher education and the continuous updating of educational concepts, the teaching reform of public elective courses in universities is becoming increasingly important. In this context, how to achieve the goal of cultivating talents through innovative teaching models and methods is a topic worth studying. Taekwondo, as a traditional sports event, has become a popular option for public elective courses in universities. This article aims to explore the effectiveness of the teaching reform of Taekwondo public elective courses, and provide some reference and reference for the teaching reform of public elective courses in universities.

2. The significance of OBE concept in the teaching of public elective courses in universities

The application of OBE (Outcomes Based Education) concept in the teaching of public elective courses in universities has the following significance:

2.1. Emphasize the learning effectiveness of students

In the teaching of taekwondo public elective courses in universities, adopting the OBE concept can emphasize the learning effectiveness of students. Specifically, teachers can formulate a series of clear and clear learning goals and achievement standards based on the characteristics of the curriculum and students' needs, so that students can better grasp the knowledge and skills they have learned and apply them to practical life and work. For example, for a beginner, basic skills are the foundation of Taekwondo learning. Without a solid grasp of basic skills, it will affect the performance of subsequent movements and the improvement of skills.[1] In this case, teachers can set the learning goal to "master basic movements, including kicking, attacking, defending, etc." and require students

to achieve the standard of proficiently using basic movements in taekwondo combat through repeated training. Through this approach, students can better master the basic skills of Taekwondo, laying a solid foundation for subsequent skill improvement and practical performance.

2.2. Advocate for diverse learning methods and evaluation methods

In the teaching of taekwondo public elective courses in universities, adopting the OBE concept can advocate for diverse learning methods and evaluation methods. Specifically, by understanding each student's learning interests and strengths, teachers can develop personalized learning plans for students, providing various forms of teaching resources and learning methods to meet their different learning needs and expectations.[2] For example, for students who enjoy interactive communication, teachers can use group discussions, game activities, and other forms to promote communication and collaboration between students, and improve their learning enthusiasm and participation. For students who enjoy independent exploration, teachers can provide richer learning resources, guide students to think independently, and explore their own depth and breadth of learning.

2.3. Enhance students' lifelong learning ability

In the teaching of taekwondo public elective courses in universities, adopting the OBE concept can help students improve their lifelong learning ability. Specifically, this teaching model emphasizes students' autonomous learning and practical abilities, encouraging them to actively participate in the learning process, thereby enhancing their learning abilities. For example, in terms of academic ability, teachers can guide students in scientific research projects, encourage students to think independently, and unleash their creativity and exploratory spirit.[3] For example, in the field of taekwondo, students can continuously improve their skills and knowledge and enhance their academic level by reading relevant literature, watching videos, and practicing training. In terms of communication and collaboration, the OBE concept can also promote students' communication and interaction, and improve their communication and collaboration abilities. For example, in the teaching process of Taekwondo, teachers can adopt a group cooperation approach, allowing students to discuss and communicate around a certain technology or project, thereby cultivating students' teamwork and communication skills.[4]

2.4. Improve the quality of education and teaching

In the teaching of taekwondo public elective courses in universities, adopting the OBE concept can improve the quality of education and teaching. Teachers need to take the actual learning needs and social needs of students as the starting point and destination of teaching. By targeting different students' learning goals, as well as various exercises, tests, and evaluation methods, teachers can better understand students' learning situation, adjust teaching content and methods in a timely manner, and improve the quality of education and teaching. For example, in the teaching process of Taekwondo, teachers can understand students' learning situation and skill levels through regular tests, exams, and practical activities. Based on this information, teachers can develop more specific and targeted teaching plans to ensure that every student has the opportunity to learn new skills and knowledge. At the same time, teachers can also adjust their curriculum and learning methods in a timely manner through a mature feedback mechanism with students to improve their learning outcomes.

3. Problems in teaching taekwondo public elective courses

3.1. Emphasize theory over practice

Traditional taekwondo teaching often places too much emphasis on imparting theoretical knowledge, but lacks practical skill training. Students are only required to memorize and understand some concepts and actions, but lack the opportunity to truly master and apply these skills. This situation leads to students often feeling dull and uninteresting when learning Taekwondo, which has a negative impact on their interest and motivation in learning. On the one hand, due to students only understanding taekwondo knowledge and skills through theoretical learning, they lack a deeper understanding and application. For example, when students memorize the steps of the starting movement, they only summarize the content of each step without truly understanding the physical principles and technical essentials behind these steps. In this way, even though they have mastered this knowledge, it is difficult for them to have a clear understanding in practical operations. On the other hand, due to the lack of practical skills training, students' interest and learning enthusiasm may decrease. For example, students may feel bored and unable to truly participate in long-term theoretical teaching. Their desire for practical skills is suppressed, which affects their enthusiasm and interest in learning Taekwondo.

3.2. Traditional teaching mode is single

In traditional Taekwondo public elective teaching, teachers usually adopt a single teaching mode, which involves extensively explaining postures and theoretical knowledge, and demonstrating relevant skills in the classroom. This approach has shortcomings in cultivating students' comprehensive abilities. This teaching model often only focuses on imparting theoretical knowledge to students, while neglecting the accumulation of valuable practical experience. In this way, students may only have superficial understanding and find it difficult to truly understand the essence and technical essentials behind technology. For example, when explaining some techniques, the teacher may simply simulate the actions without further explanation, making it difficult for students to achieve deep understanding and precise mastery of those techniques. In addition, a single teaching mode may lead to a decrease in students' interest and enthusiasm, making it difficult to continue learning Taekwondo. For example, if there is a lack of more interesting and rich practical projects after extensive explanations and theoretical learning, students may lose interest in this course and no longer be willing to participate.

3.3. Unreasonable assessment method

In traditional Taekwondo public elective teaching, the main assessment method is to distribute written exams. In traditional Taekwondo public elective teaching, the written examination assessment method cannot comprehensively evaluate students' Taekwondo skills and comprehensive qualities. Taekwondo is a highly practical sport, and it is difficult to achieve true combat effects solely based on theory and written descriptions. By using a written test assessment method, students only need to master theoretical knowledge without practical operational ability, which can lead to significant differences in their performance in practice and their mastery of theoretical knowledge. The lack of process evaluation and comprehensive achievement test and other methods also affect the overall and balanced growth of students. Only passing the written test assessment may lead students to focus solely on theoretical knowledge and neglect practical operational abilities, which can affect the comprehensiveness of students' growth and the development of practical operational abilities. For example, if students only master theoretical knowledge without practical operational skills, they

cannot demonstrate their level in practical combat, which can have a significant impact on their learning enthusiasm and confidence.

4. Reform measures for taekwondo public elective course teaching under OBE concept

In the teaching of taekwondo public elective courses in universities, combining the OBE (Output Based Education) concept for reform can be implemented from the following three aspects:

4.1. Innovation in teaching mode

In traditional Taekwondo public elective teaching, due to the excessive emphasis on theoretical knowledge and skill demonstration, and the lack of practical and interactive teaching methods, it is difficult to stimulate students' interest and enthusiasm, and it is difficult to achieve true skill improvement and knowledge mastery. Therefore, it is necessary to innovate in teaching models and introduce various practical and interactive teaching methods. Taking interactive teaching as an example, this teaching method can fully mobilize students' thinking ability and subjective initiative, allowing them to have a deeper understanding and mastery of Taekwondo skills. Through interactive teaching, students can participate in the teaching process. For example, teachers can organize students to engage in activities such as Q&A, debate, and group cooperation, allowing them to feel the practical application of skills and continuously improve and enhance their skill levels. Case method is also a very practical teaching method, which emphasizes the guidance of specific cases to stimulate students' interest and learning engagement. In the teaching of taekwondo public elective courses, relevant cases can be introduced, such as successful confrontational examples or failed counter examples, to help students engage in in-depth thinking and effective practice. Through Case method, students can better understand the relationship between theory and practical skills, and further improve their skill level and ability.

4.2. Innovation in textbook design

In the textbook design of Taekwondo public elective courses, attention needs to be paid to practicality and interest. In order to better stimulate students' interest and learning enthusiasm, textbooks should be designed with a practice oriented approach. That is to say, the content of the textbook should be combined with the practical application of Taekwondo skills, allowing students to gain practical experience and improve their skills while learning theoretical knowledge. For example, when teaching Taekwondo movements, relevant images and videos can be introduced to help students better understand and imitate skill details. In addition, the textbook should comply with the OBE concept, which is goal driven, highlighting students' subjectivity, and emphasizing the core value of applied skills. This means that each chapter and exercise in the textbook should have specific goals and evaluation criteria.

4.3. Reform of exam tasks and methods

In order to better reflect the practicality of taekwondo public elective courses, the examination tasks and methods also need to be reformed. Goal orientation is the key feature of the assessment method, because it can help teachers more accurately evaluate students' abilities and skill levels, and encourage students to focus on process evaluation and achievement test. Compared with traditional written exams, more comprehensive and practical assessment methods include group collaboration demonstrations, personal operational skills practice, and other forms. These exam tasks can stimulate students' enthusiasm and learning enthusiasm, allowing them to apply the learned skills in practice and practice repeatedly to test their effectiveness. For example, in a group collaboration demonstration, students can jointly design a set of Taekwondo skills performance programs and

demonstrate them on-site. Through this form of assessment, students can cultivate their teamwork spirit and cooperation ability, while consolidating their Taekwondo skills and knowledge. In addition, in the reform of examination tasks and methods, personalized evaluation and achievement test should also be emphasized. For example, personalized exam tasks can be set for different students' skill levels and interests to more accurately evaluate their overall quality. At the same time, achievement test can help teachers better discover students' strengths and weaknesses, and further promote their all-round development.

4.4. Integration of teaching resources

In the teaching of taekwondo public elective courses in universities, adopting the OBE concept can help teachers better integrate teaching resources and improve teaching effectiveness. Traditional Taekwondo textbooks and teaching resources are relatively scattered, making it difficult to meet the needs of different types of students. Therefore, by integrating various textbooks and teaching resources, a complete teaching system can be formed, enabling students to better deepen their understanding and learning of knowledge. For example, in the public elective teaching of taekwondo in universities, rich taekwondo resources can be introduced, such as knowledge of taekwondo history, rules, techniques, tactics, and other aspects. These resources can come from various channels, such as the internet, libraries, journals, lectures, practical teams, etc. At the same time, teachers can also organize practical activities for students, such as group training, competitions, health services, etc., to strengthen students' theoretical knowledge, skills, and teamwork spirit through practical activities. Through this approach, the integration of teaching resources can enable students to comprehensively master various aspects of Taekwondo knowledge and skills, while also stimulating students' interest and enthusiasm. Teachers can evaluate and provide feedback on students' practical activities, adjust and improve teaching content in a timely manner based on their performance and needs, and achieve the best results in teaching.

5. Conclusion

This article discusses the application, current situation, and reform measures of the OBE concept in the teaching of taekwondo public elective courses in universities, and proposes the effectiveness of the teaching reform of taekwondo public elective courses. Reform needs to start from teaching modes, textbook design, and assessment methods in order to truly achieve the improvement of students' comprehensive quality and personalized development. I hope that this study can serve as a reference and promote the reform of public elective courses in universities.

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