Research on Teaching Reform of Radio Broadcasting and Hosting Art Based on OBE Teaching Concept

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Abstract: In view of the teaching "pain points" such as outdated teaching content, lagging teaching methods, single teaching mode, disjointed output demand and teaching divorced from the front line, a series of teaching innovations and practices have been implemented in the course of Broadcasting and Hosting. Based on the teaching idea of "OBE", the teaching mode of "1 +2 + X" is constructed, in which "1" represents the study of professional theoretical courses, "2" represents the study of practical teaching links, and "X" represents the multi-party evaluation system of curriculum achievements. The approach primarily involves integrating teaching resources and constructing a blended learning model that encompasses theoretical research and project-based practical teaching, aimed at enhancing students' practical abilities. It also includes a deep integration of production, teaching, learning, and research to adapt to industry needs and reflect the comprehensive effect of student learning. This strategy is designed to cultivate students' mastery of theoretical knowledge related to their courses, develop their practical skills, foster solid professional qualities, and excellent artistic literacy. Additionally, it assists in the construction of applied majors and the cultivation of applied talents.

1. Introduction

In the field of education today, educational reform is an urgent task that requires attention and promotion. This article will focus on the reform of radio broadcasting and hosting arts education based on the concept of Outcome-Based Education (OBE). The OBE teaching philosophy emphasizes the development of students' abilities and practical operations, aiming to provide students with opportunities to apply their learned knowledge and skills in realistic scenarios. In radio broadcasting and hosting arts education, students need to master the basic knowledge and skills of audio propagation and hosting arts. However, traditional teaching methods often focus on theoretical knowledge impartation and overlook the cultivation of students' practical operations and actual application abilities. This to some extent limits students' learning effectiveness and career development. Therefore, this study aims to explore how to optimize the implementation of radio broadcasting and hosting arts education through the OBE educational philosophy, in order to promote the comprehensive development of students' abilities and achieve career success.

2. Brief introduction of the course "Broadcasting and Hosting Art"

"Radio Broadcasting and Hosting Art" is a professional core course for undergraduate students majoring in broadcasting and hosting art. By teaching the characteristics of radio literature and art programs, radio social education programs, radio news programs and other program types, broadcasting and hosting skills, as well as program production methods and skills, students can understand the basic work requirements of radio program creation, master theoretical knowledge of program broadcasting and creation, have the ability to appreciate radio works and audio works and the practical ability of work creation, and create works with excellent art and profound thoughts. Students have noble moral character, solid professional quality and excellent artistic accomplishment, and help the construction of applied majors and the cultivation of applied talents.

3. Second, the "pain point" problem in the teaching process

3.1. The teaching content is outdated and mainly taught by teachers.

At present, in the traditional classroom teaching of broadcasting and hosting, the teaching idea of "taking teachers as the center" runs through the whole classroom, and teachers pay more attention to the teaching of knowledge and the demonstration of broadcasting ability. In the traditional teaching of broadcasting and hosting, the theoretical knowledge of teaching materials occupies a large space, the content of the old version of teaching materials is old-fashioned, and the new version of teaching materials is re-divided according to the program content, but it has not been fully integrated into the new changes in the current broadcasting industry, especially the latest pattern of audio content from the perspective of all-media, etc., and the application orientation is insufficient, so it is still difficult for graduates to adapt to front-line positions.

3.2. Teaching methods lag behind, and teachers' demonstration is the main method.

At present, most colleges and universities in China adopt offline teaching methods, which seem to combine theory with practice, but only superficial. When explaining theoretical knowledge, teachers still occupy the dominant position, refer to teaching materials and impart knowledge according to the script; In practice, although it is carried out in the laboratory, the main training content is still the text practice manuscript in the practice textbook, and the teaching task is completed by means of teachers' demonstration and students' follow-up. For the students of the online generation, the old teaching materials can't arouse the students' learning drive. In the long run, students' learning enthusiasm will be greatly reduced, which is not conducive to cultivating students' creativity in media products and difficult to improve teaching effect.

3.3. The output demand is out of touch, and the ability to transform teaching achievements is weak.

The original ability training mode with broadcasting and reading ability as the main training direction is asymmetric with the creative ability demand of audio language jobs in the new media era. Some teachers pay more attention to the shaping of sound image, while others, such as program topic selection, content production, program arrangement and post-production, do not pay attention to it. It is difficult for teaching achievements to be transformed into audio language works required by society. Teaching is not linked with the future employment demand, and the market demand is not understood enough, which leads to the students' inability to integrate into the market, and the output of teaching achievements is out of touch with local demand, resulting in weak transformation

ability of teaching achievements.

The semester of this course is the seventh semester. Students are under the pressure of choosing their graduation destination, and have a strong purpose for learning the course. Students who intend to be employed pay more attention to the practical application of the course, and the output demand is out of touch, so students lack the internal driving force for learning.

3.4. Teaching is divorced from the front line, and the teaching form is far from the employment environment.

The teaching content and form are not linked with students' future employment needs, and they do not know enough about the market demand of audio language. Teachers in most colleges and universities have not worked in the front line or left the front line for a long time, and the teaching content cannot be in line with the front line. Most of students' extracurricular practice is recitation competition, or recitation and speech for literary and artistic activities such as evening parties and awards in enterprises and institutions, which lacks innovation and is difficult to connect with the front line.

The teaching form of the course "Broadcasting and Hosting Art" in our school has been reformed and innovated on the basis of the traditional teaching form, but there is still much room for optimization in the teaching mode. How to strengthen students' cooperative learning in the course, improve students' teamwork ability in creating works, how to make students have the thinking of creating works, and how to make students better meet the needs of the industry, all of which need innovative teaching modes[1].

Taking this as an opportunity, the course carries out teaching reform. The reform aims at cultivating applied audio language creative talents, insists on taking students as the center, and starts from the "pain points" of teaching, so as to cultivate students' thinking ability, creativity and achievement transformation ability. As a course with high practical requirements, the training of students should follow the development of the times and the trend of the industry at all times. Therefore, only by enriching teaching content, innovating teaching methods, changing teaching methods, and adjusting according to subjective and objective conditions such as the characteristics of teachers, students' needs, school development orientation, and industry talents' needs, can it closely connect with social needs and employment environment, and help achieve the training goal of applied talents.

4. The application of OBE teaching concept in the curriculum

OBE (Outcome-oriented Education) is a teaching idea put forward by American scholar Spady in 1990s to ensure the quality of American higher education, which focuses on organizing and improving curriculum content and teaching work around established goals and results. It can be summarized as student-centered and output-oriented teaching, and continuous improvement of teaching methods according to output results in time.

When the teaching work is carried out, we can predict the learning achievements and heights that students can achieve in advance, and design relevant teaching contents and teaching methods guided by the learning achievements, so as to ensure that students achieve the expected learning effects and improve the conversion rate of students' learning achievements. Under this teaching concept, it promotes the reform of curriculum teaching activities, the innovation of students' learning evaluation and the reform of teaching methods, and produces a brand-new educational form.

The course "Broadcasting and Hosting Art" has strong practicality and students' participation, which should stimulate students' interest in learning and enhance students' driving force in learning.

According to the goal of personnel training, guided by the teaching concept of "OBE", taking the needs of media industry as the standard and basis, taking the market transformation of learning achievements as the guide, the curriculum system is constructed through project-based teaching.

Taking Curriculum Item 3 as an example, students are required to plan and produce a radio social education program with specific groups as broadcast objects. Driven by the achievements of radio social education programs, the teaching content can be redesigned. The theoretical teaching part can explain the planning of social education programs, interviews in programs, hosting skills of social education programs, post-production of social education programs, etc., which is more comprehensive than the teaching materials and can connect with the front line. In the practical teaching part, a highly simulated training environment is created, and students are organized to record and produce programs. Finally, a program listening and evaluation system is set up, and front-line experts are invited to evaluate the results.

5. Concrete Construction of "1 +2 + X" Teaching Mode

In the teaching of "broadcasting and hosting", according to OBE teaching philosophy, the curriculum innovation adopts "1 +2 + X" mode to construct the curriculum, in which "1" represents the study of professional theoretical courses, "2" represents the study of practical teaching links, including works creation and expert consultation, and "X" represents the multi-party evaluation system of curriculum achievements.

5.1. Design of blended learning mode of theoretical courses

The course highlights students' learning subjectivity, is driven by market post demand, and designs theoretical teaching with results as teaching orientation. The course improves the traditional teaching mode and adopts the mixed teaching mode of "online + offline", combining online resources with offline resources, combining written materials with audio-visual materials, and combining knowledge teaching with thinking and creation.

Teachers set up a teaching resource library in the early stage, and push the course video and audio resources, course preview tasks and course pre-test to students through the Superstar Pan-Ya teaching platform, and students carry out independent inquiry learning with the help of learning platform and network resources. Through the accumulation of online teaching, the author has recorded 20 course videos with a total duration of 340 minutes. At the same time, MOOC in Chinese universities has 66 class hours of course resources, which can fully meet the needs of online autonomous learning. Through this project, the curriculum resources will be further built and improved, and the online course "Broadcasting Host of Radio Programs" will be built, which can meet the needs of online teaching. In addition, we recommend domestic high-quality massive open online course, micro-courses, academic lectures and learning websites, select high-level content, and build a differentiated and diversified resource pool according to students' individual needs.

Based on video courses, teaching resources, self-study ppt, etc., students define their learning objectives, carry out rich online self-study activities, and complete knowledge exploration through online platforms. Teachers predict and evaluate students' learning effect of this course, and fairly quantify the effect and process of students' online learning course, which can effectively guide teachers to carry out targeted teaching.

Teachers of offline courses summarize and feedback the problems of online learning, adopt project-based teaching methods, and carry out multi-dimensional practical teaching activities guided by projects, so as to create a classroom of independent learning, independent creation and independent reflection, stimulate students' creative inspiration, enhance students' ability of mastery through a comprehensive study, and form a benign interaction in teaching.

5.2. The combination of work creation and expert consultation in teaching practice.

5.2.1. Multi-dimensional method to improve practical application ability

According to the teaching content in the course of radio broadcasting and hosting, the practice link adopts highly simulated offline training projects, and establishes a number of teaching and training projects such as radio news programs, radio social education programs, radio literature and art programs, radio interview programs, radio drama works, media audio program creation, and children's education interactive audio product creation [2]. Project-oriented, guide students to complete program creation. The course further enhances students' practical ability, changes the teaching method based on teachers' demonstration, and guides students to practice with results as the guide, so that personnel training can be in line with job requirements.

According to the actual situation of students, taking groups as a unit, cooperative learning, through the communication between students, effectively improve the quality and effect of students' learning. To create a learning situation for students, students simulate the whole process of program creation, divide labor and cooperate, divide groups, form different column groups, introduce producers, divide programs and posts, and choose members in both directions. Create rich and interesting tasks, simulate real media situations, and fully arouse students' enthusiasm and thirst for knowledge. Students experience the whole process of radio program production, including program planning, production, promotion and other links, so that students can immerse themselves in the creation of works and feel the law of creation in each link.

5.2.2. Docking the first-line work consultation.

Implement the "double tutor" system, and each program group is equipped with on-campus tutors and off-campus tutors to guide and improve. In the consultation class, the way of "homework consultation-problem analysis-explanation in class-improvement after class" is adopted to improve the pertinence of teaching content and students' participation.

Students' homework is presented in the form of finished programs, and each section holds a program listening and evaluation meeting. Students report and explain the problems in the process of program creation. Teachers and front-line experts listen and evaluate and guide, and ask questions about works and answer students' questions from a professional perspective. Each group of students can communicate and interact with each other, expand and improve. On-campus and off-campus tutors become the support of students' learning, so that students can adapt to the needs of the media industry faster and better.

Group questions are subdivided, teachers focus on the core issues of group works consultation, and students further revise and improve them after class, thus effectively improving students' broadcasting ability and level.

5.2.3. Comprehensive and multidimensional teaching evaluation.

In the cultivation of broadcasting talents, in order to ensure students' lasting enthusiasm for learning, teachers should give students a comprehensive and multi-dimensional evaluation when carrying out teaching reform, affirm students' learning advantages and specialties, tap students' learning potential and improve students' learning strength.

Achievement evaluation consists of three parts: teacher score, expert score and self-score. In the process of achievement evaluation, students first elaborate and self-evaluate their works, and then off-campus expert tutors and on-campus teachers listen to the evaluation programs together to give students specific guidance and suggestions.

Curriculum evaluation is also reformed, and a process evaluation system is constructed. Before

the reform, the usual grades accounted for a small proportion, and more attention was paid to the final exam, while the process assessment was not emphasized enough. Curriculum evaluation reform is carried out, and a process evaluation system is constructed. The usual scores account for 60%, including online learning data, periodic tests, offline classroom performance, audio works creation, etc., and the final exam scores account for 40%, which increases the continuous process assessment of the curriculum. Change the existing evaluation method of "one test determines the result". By means of autonomous learning and cooperative creation, the problems of students' low interest in learning and insufficient participation can be solved.

5.2.4. Deep integration of production, teaching, learning and research

The course builds a professional skills training platform for new media such as Litchi FM, produces complete works that meet the broadcast requirements, and broadcasts them through the professional skills training platform, so that students can skillfully use relevant skills in the production process and get timely feedback. The tool extension of audio We Media not only meets the training requirements of new media ability, but also makes students find fun in program creation.

Actively cooperating with the school media, this approach involves connecting with the school's WeChat account and other media platforms to promote and disseminate excellent works. By doing so, it aims to break through the limitations of practical space, mobilize students' learning motivation, and cultivate their innovation and application abilities.

Furthermore, the strategy includes strengthening cooperation between schools, media, and related media enterprises. This will involve establishing sound seminars with students and integrating seminar operations with teacher teaching. It also leads students to record completed courses, establish our own media presence, and seek out cooperation platforms. At the same time, students' outstanding works are recommended to radio stations and well-known new media platforms for broadcasting.

The course firmly grasps the frontier of industry and local needs, enhances the challenge and high-level of teaching content, faces the actual needs of society, realizes the seamless connection between the export of talent training and the entrance of talent demand, and helps achieve the goal of training applied talents.

5.2.5. Guided by "curriculum ideological and political education", cultivate students' three views

In the past courses, online students were deeply influenced by pan-entertainment social media, and blindly recognized and imitated popular culture and foreign culture, lacking necessary reflection, criticism, breakthrough and innovation. Teaching pays attention to the dimension of "knowledge" and ignores the dimension of "thinking", so students tend to deviate from correct values [3].

After the curriculum reform, teachers guide the creative theme and reasonably embed ideological and political elements such as Chinese excellent traditional culture, feelings of home and country, cultural self-confidence, struggle spirit, innovation spirit and craftsman spirit. Through the promotion and display of excellent works, teachers' checks, etc., the theme of creation can be guided, so that the content of works tends to contain truth, goodness and beauty, feelings of home and country and social responsibility, so that students can feel and draw strength in the creation of works.

6. Conclusions

After the curriculum innovation and reform, in terms of classroom activity, students are active in classroom performance and high in interest; "Educating people" is subtle, the ideological and political elements of students' works are prominent, and the aesthetic accomplishment is improved; Students' "professional competitions" have won many good results, and students' comprehensive competitive strength has been enhanced; Course teachers undertake three horizontal topics from enterprises and institutions, and students participate in them by recording audio and professional teaching, which has been practically exercised and greatly improved their ability to face the market and connect with industries.

Teachers will further carry out curriculum construction, further optimize teaching design by digging deep into teaching content, and take the learning methods of "task-driven" and "cooperative learning" as the main line of curriculum learning to cultivate students' practical application ability. At the same time, the ideological and political resources of the curriculum are extracted, combined with the curriculum content, the integration of ideological and political education into teaching plans, teaching materials, teaching methods and other contents is deepened, a systematic ideological and political system of the curriculum is created, and excellent cases are refined. In addition, the construction of teaching resource library, online learning platform and new media practice platform will be further strengthened.

Under the background of the construction of new liberal arts and the "comprehensive quality improvement and innovation" of higher education, the curriculum keeps in mind the goal of cultivating people by virtue, closely focuses on social needs, innovates teaching concepts and methods in time, and constantly explores to improve the training quality of applied talents.

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