Research on Wisdom Learning Platform into College English Learning from OBE Perspective

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Abstract
With the rapid development of science and technology, information technology has begun to enter various fields in social development, fundamentally changing people's lives. The role of information technology in the development of education work is also becoming more and more critical, and the smart learning platform has been more and more widely used in students' learning. English is the most widely used language in the world at present. English knowledge has become the basic knowledge and skills that contemporary social talents must have. Improving students' English knowledge and skills has become an irreversible trend in the development of college education. In this study, the specific application of the wisdom learning platform in college English learning from the OBE perspective will be studied in depth, and the optimization strategy of the application of the wisdom learning platform will be discussed from the OBE concept to help college students use the wisdom information platform more effectively to learn English knowledge and promote the further improvement of college students' English learning efficiency.

Keywords
OBE, smart learning platform, university English learning

1. Overview of OBE education concept
OBE education, that is, result-oriented education, is an educational concept that is organized, implemented and evaluated in teaching centering on expected learning objectives. It is an advanced teaching concept first proposed by American scholar William Spady in 1981, and subsequently popular in the United States, the United Kingdom, Canada and other countries. It has become the mainstream idea of reform education and has been widely used, especially in the field of engineering education.

Under the concept of OBE education, teachers define, organize, implement and evaluate teaching based on the expected learning outcomes, or learning outputs. Chandrama Acharya (2003) pointed out the four main steps of
implementing OBE education model, namely defining learning output, realizing learning output, evaluating learning output and using learning output. Gu Peihua et al. (2014) proposed that the education model of OBE should focus on the main line of "defining expected learning output-realizing expected learning output-evaluating learning output" to carry out teaching. When analyzing this concept, Li Zhiyi pointed out that the key points of implementation of OBE include "determining learning outcomes", "constructing curriculum system", "determining teaching strategies", "self-referential evaluation" and "reaching the peak step by step". The above statements explain the concept of OBE education from different points of emphasis. In a nutshell, OBE emphasizes student-centered and pays more attention to the practical output of learning. With this as its purpose and direction, OBE reverse designs the course teaching, takes the output of students as its driving force, and effectively helps students to achieve the expected output goal. Meanwhile, it emphasizes the individual progress of students, carries out personalized and dynamic assessment and evaluation on the learning output, and then pushes back the teaching. Continue to improve the quality of teaching. The relevant OBE research is being paid more and more attention in our country, as a new learning paradigm. An innovative development education idea, an educational practice, the result-oriented education provides an important "thinking solving way" for the answers to "What kind of person to train" and "how to train a person", and has positive guiding significance to the information reform and development in the field of education. At the same time, the intelligent learning environment makes the core concepts advocated by OBE more scientific, specific and refined display.

2. The general idea of integrating smart learning platform with university English learning under OBE concept

2.1 Optimizing Learning Objectives

According to the requirements of OBE concept for English teaching in colleges and universities, the application of smart learning platform in the process of students' college English learning requires students to further clarify their own learning goals and carry out more targeted learning activities with the help of smart learning platform. In university English teaching, the fundamental teaching goal is to make students' English practical application ability fully improved, so that in the future workplace, they can use English to communicate with the mentioned people really effectively. In this regard, college students also need to make the improvement of their English practical application ability a fundamental learning goal when they use the smart learning platform to learn English knowledge, and further improve their English practical application ability through the rich English practical conversation teaching resources on the smart learning platform (Chen, Lin, & Qu, 2022).

2.2 Adopting Reverse Thinking for English Teaching Design

The core purpose of the OBE concept is to address the following questions: What are the English language learning outcomes for students? What are the objectives to be achieved? How to improve students' professional quality and practical ability through the mechanism of integration of multiple measures? Through the above, it is obvious risk that college English teaching under the OBE perspective reflects the characteristics of full reverse thinking, and the process of students’ independent learning of college English knowledge by using the intelligent information platform will keep a high degree of unity with the teacher's you-wanna-teach thinking in classroom teaching (Ma, 2022).

3. Strategies to Promote Effective Integration of Smart Learning Platform and College English Learning under OBE Concept

According to the content of OBE concept, the integration of college English learning and smart learning platform needs to be fully optimized in terms of classroom teaching of college English, as well as students’ independent learning after class. In this regard, the following tasks need to be specifically promoted in English teaching in universities.

3.1 Further optimization of classroom teaching

In the classroom teaching of English at university level, the application of information-based teaching methods should be further strengthened first. Unlike the teaching of basic English knowledge in primary and secondary schools, the teaching of English at the university level is more focused on the cultivation of students' practical Eng-
lish application skills. In this regard, in the actual teaching of English in college, teachers should teach more practical application of English. The most effective way to achieve this is to provide students with a richer variety of English conversation materials, so that they can form a more intuitive perception of the use of English.

In classroom teaching, teachers can create a highly simulated English conversation situation according to the content of the material, so that students can practice English conversation in class and grasp more methods of using English, which will lay the foundation for students to use the intelligent learning platform for independent learning after class. Lay the foundation for students to use the Smart Learning Platform to carry out independent learning on the practical use of English after class (Tan, 2022).

3.2 Further optimization of post-class homework assignment

After-class assignments provide fundamental directions for students' independent learning activities after class. In order to fully integrate college English learning with the smart learning platform, teachers need to further optimize the design of after-class assignments in order to make the application of the smart learning platform really improve students' learning efficiency. In the design of after-class assignments, teachers need to log in to the smart learning platform, select learning materials related to the classroom content from the platform, and design the after-class assignments based on the collected content. At the same time, teachers need to take into account the fundamental goal of teaching English in college, and fully reflect the practical nature in the design of after-class assignments, so that the after-class assignments can fully guide students to train their practical English application skills (Cheng, 2022).

For example, in the design of college English teaching after-class assignments, teachers can assign some after-class assignments in the form of small groups, selecting an English dialogue with multiple roles from the intelligent learning platform and dividing students into different groups. The students in each group will choose one of the dialogues provided by the teacher and play this role at the end of the lesson, and then they will practice the dialogues together with the other students in the group. In addition, the teacher can design the post-lesson homework directly through the Smart Learning Platform and select some of the questions from the Smart Learning Platform's question bank as the students' post-lesson homework. In order to prevent students from copying the answers to the corresponding questions in the platform's question bank during the completion of the after-school homework, teachers need to set two different keys for the question bank and the answer bank in the platform to avoid this situation. The students' homework can also be improved directly through the smart learning platform and the application of the smart learning platform in all aspects of college English learning can be realized, effectively ensuring the full integration of college English learning and the application of the smart learning platform (Jin, 2022).

3.3 Use the smart learning platform to carry out practical English communication outside the classroom

In order to further improve students' practical English application skills in college English teaching, teachers can use the Smart Learning Platform to allow students to practice practical English conversations. This classroom activity can also be done after class. When conducting this activity after class, teachers are required to use English to communicate with students in the Smart Learning Platform, and students are required to use English to communicate with teachers during this process. When students do not understand a word or a sentence, they can use the knowledge portal on the Smart Learning Platform to access the content. At the same time, the teacher can also give students guidance in real time during the online communication with them and keep the dialogue process continuous, so that students can develop a fuller sense of English language and improve their overall English literacy, so that they can have a fuller knowledge of the practical application of English and actually have the ability to use English (Xu, 2022).

3.4 Optimize curriculum teaching evaluation and evaluate learning output

The concept of OBE education attaches importance to the result and effect of students' learning. Therefore, the evaluation of learning output is a very important link in the OBE education model. Students' learning outcomes are evaluated through "multiple and hierarchical evaluation criteria". Evaluation emphasizes "achieving the connotation of learning outcomes and individual learning progress" rather than comparing students with each other. Therefore, on the one hand, college English teachers can make use of intelligent learning environment to evaluate students' learning output in a visual and digital way, and use information technology to match course teaching objectives, refine teaching evaluation standards to make them measurable and quantifiable, and optimize the evaluation system.
Attach importance to the evaluation of learning output, timely evaluation, multidimensional evaluation, including teacher evaluation, teacher and student evaluation, student mutual evaluation, student self-evaluation, machine evaluation, etc., improve the evaluation efficiency and quality, so as to achieve the effect of promoting learning by evaluation. On the other hand, in the smart learning environment, teachers can use the digital platform to grasp the learning trajectory of students in real time, more accurately and effectively understand the problems and shortcomings of students' learning output, so as to reverse the teaching, timely adjust the teaching plan, continuously improve the teaching evaluation mechanism and improve the teaching quality. In this process, front-line teachers also need to grasp how to integrate diversified digital resources and teaching platforms to achieve intuitive, concrete, efficient and high-quality learning output evaluation.

3.5 Establish teaching team, improve teachers' teaching and research ability, and promote teachers' professional development

According to teachers' teaching characteristics, interest points and early foundation, two basic teaching teams focusing on reading and writing and listening and speaking will be built to train students' basic language skills. On this basis, an expansion module course team was established, which was divided into language skills, culture, College English CET-4, CET-6 and other course groups. At the same time, the college English "SPOC" teaching and curriculum ideological and political teaching teams have been set up to enable teachers to constantly expand and improve their teaching and scientific research level in professional fields on the basis of their original knowledge reserves, make up for their lack of professional knowledge and promote their professional development.

Conclusion

Smart information platform is an important element of information technology application in educational work, and the application of smart learning platform plays a crucial role in improving the effectiveness of teaching work. In this study, the OBE concept is used as the theoretical starting point to analyze and study the way of integrating college English learning and the application of smart learning platform. In order to truly achieve the full integration of the two. In the communicative teaching of college English, teachers need to make fuller use of the smart learning platform when carrying out classroom teaching, and in the design of after-class homework, they also need to make more use of the smart learning platform, and finally, teachers need to let students use the smart learning platform to communicate in English and to exercise their English conversation skills more fully. It is hoped that this study will further promote the improvement of English teaching quality in colleges and universities.

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