

Research on the Construction of Ideological and Political Teaching Ability Evaluation System Based on OBE Medical English Curriculum

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ABSTRACT

With the deepening of educational reform, the application of OBE achievement-oriented education concept in medical English teaching has attracted wide attention. This study mainly analyzes the meeting point between OBE education concept and the ideological and political teaching objectives of the curriculum, clarifies the important role of OBE concept in improving the quality of ideological and political teaching quality of medical English curriculum, and puts forward a series of strategies for OBE-based teaching ability evaluation system. The aim is to explore how to integrate OBE concept in medical English curriculum and construct an effective evaluation system of ideological and political teaching ability.

KEYWORDS

medical English; OBE; ideological and political courses; teaching evaluation

Medical English is an important discipline in medical majors. In addition to promoting international exchanges of medical majors, it also helps students to learn and understand foreign advanced medical expertise, which directly affects the training quality of medical talents in China. The OBE education concept advocates that educational activities are designed and implemented around the predetermined learning outcomes, which provides a new idea for improving the teaching effect of medical English. This paper will discuss how to integrate the OBE concept into the curriculum ideological and political teaching of medical English, and how to construct a scientific and reasonable teaching ability evaluation system.

1 Overview of OBE education concepts

OBE (Outcome-Based Education, achievement-oriented education) is a student learning outcomes-oriented education model, which emphasizes that the design and implementation of the educational process should focus on the predetermined learning outcomes. This educational philosophy stems from the educational reforms of the 1980s to ensure that all students meet the specific achievement standards set by educational institutions when they complete their studies.

Under the OBE model, the education system no longer aims at the completion of the teaching content, but focuses on the specific skills, knowledge and attitudes that students can achieve. The core features of this model include the following aspects: First, explicit learning outcomes: schools need to clearly list the specific learning outcomes that each course or learning activity wants students to achieve, which are usually specific and measurable. Second, the systematic teaching

design: all teaching activities, curriculum content and evaluation methods must be designed around these preset learning results, requiring teachers to conduct careful curriculum design before teaching, to ensure that each link can effectively support students to achieve the desired learning results. Third, student-centered: OBE emphasizes student-centered, and all the design and implementation of education should be centered on students' learning needs and personalized development. Fourth, continuity of outcome evaluation: In the OBE model, evaluation is not just the end of the learning process, but a continuous feedback mechanism that monitors students' mastery of learning outcomes through regular evaluation and adjusts teaching strategies accordingly.

Applied the OBE concept to medical English education means that all curriculum design, teaching activities and evaluation will be based on the specific needs of the medical profession, ensuring that students can not only master the necessary medical English knowledge of the course, but also have the practical ability to use the language after completing the course.

2 Analysis on the importance of integrating OBE concept in the construction of ideological and political teaching ability evaluation system in medical English curriculum

Under the background of the current higher education reform, the OBE concept into the medical English course education teaching ability evaluation system construction, can further clarify and optimize the teaching objectives, strengthen the student-centered teaching design, and provide subsequent teaching design more real and effective teaching feedback, it is of great significance to improve the teaching quality and education results^[1]. First of all, OBE education concept emphasizes taking students' learning results as the core, which requires teachers to clarify specific and measurable teaching objectives in the early stage of teaching design. In medical English curriculum, this method can help teachers to better integrate ideological and political education elements, and ensure that the teaching content is not only in the teaching of language skills, but also deep into the deeper thinking of medical ethics and professional responsibility. Secondly, the core of OBE concept is "student-centered", which is in line with the current development trend of higher education. In the process of medical English teaching, into the OBE concept means that the focus of teaching evaluation will shift from the teachers' teaching behavior to the students' learning results, the shift makes teachers pay more attention to students' actual needs and individual differences, design more diversified and personalized teaching strategy, let the students in learning medical English at the same time, enhance the understanding of medical professional ethics and social responsibility. Finally, integrating the OBE concept into the evaluation system of ideological and political teaching of medical English courses can help to establish a more scientific and comprehensive evaluation mechanism. Under the framework of OBE, evaluation is not only a one-time detection of students' learning results, but also a continuous and multi-dimensional process, which can not only timely feedback students' learning status, but also promote teachers to adjust their teaching strategies according to the evaluation results.

3 Construction strategy based on ideological and political teaching ability evaluation system based on OBE medical English courses

3.1 Determine the evaluation indicators and evaluation tools

The evaluation index should follow the OBE concept, that is, starting from the learning results, the reverse design of teaching activities. Specifically for medical English courses, these indicators

should not only include the mastery of language skills, such as listening, speaking, reading and writing skills, but also include the ability to apply professional knowledge, such as the correct use of medical terms, and the ability to understand and analyze professional literature. In addition, the integration of ideological and political elements needs to evaluate the students' awareness and internalization of medical ethics, professional responsibility and social responsibility. For example, the following key indicators can be set: First, language use ability: students' basic English ability can be assessed through standardized tests. Instead, professional application ability: to evaluate students' ability to use English to process professional content through case analysis and thesis writing. Third, the results of ideological and political education: students' understanding of medical ethics and professional responsibilities is evaluated through discussion and reflection reports.

Evaluation tools need to be able to accurately reflect the degree of achievement of the evaluation indicators. This includes traditional written and oral tests, modern multimedia tests, online interactive evaluation, etc., and each tool should have a high degree of effectiveness and reliability, and need to be flexibly applied to meet the needs of different learners^[2]. For example, written and oral tests can be used to evaluate students' language knowledge and improvisation ability; evaluate their ability to apply professional knowledge through practical medical English application projects, such as medical record translation or medical paper writing; and ask students to write reflective reports to assess their understanding and internalization of ideological and political elements in the course.

3.2 Design diversified teaching activities and evaluation methods

Diversified teaching activities can meet the needs of students with different learning styles, while diversified evaluation methods can evaluate students' learning outcomes more comprehensively, and ensure the effectiveness of educational activities and the realization of teaching objectives.

First, diversified teaching activities should include traditional teaching methods, group discussion, case analysis, role play and the use of multimedia teaching tools. For example, in medical English teaching, students can simulate medical scenarios to have medical dialogue in role playing, so as to effectively improve students' practical language application ability and enhance their understanding and use of medical terms. In addition, the use of modern information technology, such as online teaching platform and virtual reality technology, allows students to communicate in a virtual environment, increasing the interactivity and interest of learning. Secondly, although the traditional written test and oral test evaluation methods are important, more attention should be paid to the evaluation of students' comprehensive ability and practical operation ability under the OBE education model.

Therefore, in addition to written and oral tests, it should also include project homework, student mutual evaluation, self-evaluation and continuous formative evaluation. With these diversified evaluation methods, teachers can understand students' learning progress and results from multiple dimensions and guide students more effectively.

For example, project assignments can require students to complete a research report on specific medical topics, so as to test their English writing ability and necessary information collection and processing skills; can enhance students' interaction and feedback and improve their critical thinking and teamwork skills; self-evaluation allows students to reflect on the learning process and results and develop self-monitoring and self-improvement skills.

To sum up, through the implementation of diversified teaching activities and evaluation methods, the teaching quality of medical English courses and the learning effect of students can be effectively improved, and the ideological and political teaching objectives under the OBE education concept can be better realized.

3.3 Build a feedback mechanism based on learning results

In the implementation of ideological and political teaching based on OBE, a well-designed feedback mechanism for learning results is indispensable, which can ensure that students' learning progress and results are effectively monitored and guided, so as to significantly improve the overall teaching effect. Feedback mechanism of the core is to realize real-time monitoring and dynamic adjustment, specific can use modern education technology, such as online learning platform, wisdom, etc, real-time collect students information feedback of the teaching content, including their questions, discussion, interaction and homework completion, better help teachers master the course teaching schedule, adjust teaching strategy in order to better meet the needs of students diversified learning^[3]. In addition, when evaluating students' learning results, teachers should not only pay attention to their language mastery and the application of professional knowledge, but also pay attention to their performance in ideological and political education goals. For example, the assessment modes such as simulation practice, project tasks and case analysis will be comprehensively applied, so as to comprehensively test students' comprehensive learning ability, help students deepen their understanding of their own learning level, and clarify the follow-up learning direction and goals. Ultimately, in order to continuously improve the effectiveness of feedback mechanisms, teachers and schools need to constantly review and optimize feedback processes, including regular updates of teaching content, evaluation criteria, and feedback methods, to ensure that they can adapt to the changing teaching and learning environment. Therefore, through this circular feedback mechanism, the teaching quality of medical English courses and the learning effectiveness of students will continue to improve, which is more in line with the achievement-oriented goal of education and effectively cultivate high-quality talents who can adapt to the challenges of modern medical care.

3.4 Optimize the teacher training and teaching support system

The teacher training and support system will be able to more effectively support teachers to implement the OBE concept in medical English teaching, improve the goal orientation and effectiveness of teaching, and ensure that students can achieve a balanced development in professional learning and ideological and political education. Teacher training is the focus of the OBE concept and the integration of curriculum education, training to explore how to realize the scheduled learning results in teaching and effectively convey the socialist core values, requires teachers to find appropriate balance between professional knowledge and ideological and political education, make the two bring out the best in each other. For the establishment of teaching support system, the core is to build an interactive rich and resource sharing platform, not only to provide students with necessary teaching resources, such as the latest medical English literature and case analysis, but also to include the experience exchange between teachers and the immediate processing of student feedback. Through this platform, teachers can constantly learn and improve from the actual teaching, but also can get the support and encouragement of peers and academic circles. In addition, considering the individual differences of each teacher, schools also need to design a diversified set of career development strategies to meet the growth needs of different teachers. For example, for young teachers, the school can provide more focused guidance courses, focusing on the basic theory and practice of OBE teaching method, and how to effectively integrate ideological and political elements into daily teaching. For experienced teachers, advanced seminars can be held to explore more complex teaching challenges and innovative teaching strategies, while being encouraged to serve as teaching mentors, guide young teachers, and share valuable experiences and insights.

4 Epilogue

To sum up, through in-depth analysis of OBE education concept and medical English course education, want to build a more comprehensive teaching ability evaluation system, not only to strengthen the teaching activities of orientation and systematic, and need to promote the implementation of diversified teaching and evaluation methods, so as to cultivate more meet the needs of social development of our excellent medical talents, promote the continuous improvement of medical personnel training system in our country.

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