

DEVELOPMENT OF OUTCOME-BASED EDUCATION AND TASK-BASED LEARNING INSTRUCTIONAL MODEL TO ENHANCE ABILITY OF IMPLEMENTING EDUCATIONAL ACTIVITY FOR UNDERGRADUATE STUDENTS

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Abstract

The objectives of this research were to 1) Examine the factors affecting students' ability of implementing educational activity in Guangxi City., 2) Develop Outcome-Based Education and Task-Based Learning instructional model to enhance ability of implementing educational activity for undergraduate students at Baise university, 3) Examine the effects of implementing Outcome- Based Education and Task-Based Learning instructional model to enhance ability of implementing educational activity for undergraduate students at Baise university. There are 3 phases was conducted to answer research objectives 1, 2, 3. The sample group of Phase 1 were 75 formal students who enrolled Preschool Children Social Education Course semester 2 in academic year 2023 and 3 lecturers who teach Preschool Children Social Education Course from Guangxi Normal University of Science and Technology, Yulin Normal University and Baise University, 3 experts were confirmed the Outcome-based education and task-based learning instructional model in Phase 2, and the sample group of Phase 3 were 47 students who enrolled Preschool Children Social Education Course of Baise University semester 1 in academic year 2024 The research instruments were 1) a set of questionnaires for students, and interview for teachers , 2) Set of questionnaires for conformity instructional model, 3) lesson plans using Development Of Outcome-Based Education and Task-Based Learning Instructional Model, and 4) Scoring rubric form the statistics were. Data analyzed by percentage, mean, standard deviation, data analytics statistics for confirmation of instructional model and data analytics statistics for scoring rubric.

The results found that: 1. There were 2 factors affecting undergraduate students' ability of implementing educational activity included internal factors and external factors from the students and the lecturers. The internal factors were 1) Psychology or Physical, 2) Knowledge or skills, 3) Attitude, as for external factors were 1) Method of teaching, 2) Materials, 3) Environment. According to the data from undergraduate students, there are two categories of factors that affect ability of implementing educational activity: internal factors at a high level ($\bar{x}=4.44$) and external factors at a high level ($\bar{x}=4.45$). The top three had the highest mean for teaching methods ($\bar{x}=4.50$), followed using materials ($\bar{x}=4.93$), psychology and knowledge ($\bar{x}=4.48$), with the lowest mean for attitude ($\bar{x}=4.38$). After interviews with lecturers, internal factors include interest and preferences in learning of implementing educational activity, students' learning methods, and students' learning activities;

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external factors include teachers' attitudes towards "preschool children social education" courses, teaching methods and teaching materials, environment and management, and evaluation wait.

2. Outcome-based education and task-based learning instructional model to enhance undergraduate students' ability of implementing educational activity included 5 components: 1) Principle and Rationale, 2) Objectives, 3) Contents, 4) Method of teaching & Materials and 5) Evaluation. The model was 100% confirmed to utility, feasibility, propriety and accuracy standards as assessed by 3 specialists.

Keywords: Outcome-Based Education, Task-Based Learning, Undergraduate Instruction Model

Introduction

"Preschool Children Social Education" is a core, required course in the undergraduate preschool education program. The purpose of the course is that undergraduate students majoring in preschool education can design social education activity, be able to organize social education activity, and have the ability of normal students majoring in preschool education to implement educational activity. The course teaching process adopts theoretical explanation and task training, and at the same time uses the school's Chaoxing platform system to release unit assignments, training task content, training task requirements, and assignment submission time in advance. Using the teaching method of explanation, guide students to master the knowledge of the principles of preschool children's social education, especially the principles of the design of preschool children social education activity. In addition, by adopting the group cooperative inquiry method and the task teaching method, students can design, organize and evaluate social education activity through the task-based learning method. Have the ability to implement educational activity and lay a solid foundation for future career as an early childhood teacher. (Baise University, 2023) A complete preschool education activity design includes activity design intention, activity goal, activity preparation, activity key and difficulty, activity process, activity extension and other elements. The outstanding problems in the design of educational activity of preschool education majors are manifested in two aspects: activity goals and activity process design. (1) In terms of educational activity goal design, the expression of the current preschool education concept activity goal advocates attention to children themselves and advocates development goals. The design of students' activity goals tends to express educational goals, focusing on teachers themselves rather than children. It shows that they usually like to use words such as "cultivate", "make" and "let" to promote the development of young children in the design of activity goals, rather than the vocabulary that children actively develop (Baise University, 2023). (2) In terms of the design of educational activity process, which mainly serves the educational activity goals, but the current preschool education majors have prominent problems in the design of the educational activity process, such as insufficient clarity, lack of pertinence, lack of obvious teacher activities and children's activities. (Baise University, 2023) In terms of the organization of activities: the method of introducing activities is not flexible enough, the goals of each link of activity organization are not clear enough, and the important and difficult points are not obvious (Baise University, 2023). In terms of the evaluation of activities: focusing on teachers' teaching and neglecting children's learning, as well as unclear elements of activity evaluation and a lack of systematic knowledge of activity evaluation. (Baise University, 2023) The researcher found that "Outcomes-based Education" (OBE) focuses on students as the main body, teachers assist students to achieve learning results through partnership, and pay attention to whether students have the ability to apply what they have learned after the completion of the learning process. It is a new type of education in addition, the vast majority of undergraduate colleges and universities in China are currently transforming into application-oriented universities, emphasizing the cultivation of students' application and practical abilities (Liu, 2017). And Task-Based Learning method is "student-centered, learning by doing" based on pragmatism, requires teachers to design the teaching content into one or more specific tasks, and students can master the corresponding teaching content and achieve the overall teaching

goal by completing a series of assigned tasks. It is no longer taught by teachers according to the traditional teaching methods, but a teaching method based on students' active learning and teachers' appropriate guidance, the essence of which is to stimulate students' achievement motivation through "tasks". It makes students learn more clearly and concretely and master the learning content more effectively. Help to stimulate students' learning motivation and initiative, improve students' ability to raise, analyze and solve problems; It can help cultivate students' innovation, teamwork spirit and practical ability, and promote students' meta-cognitive development, independent inquiry ability and quality of scientific thinking (Liu,2016).

Scholars have also explored the practice of Task-Based Learning in the professional curriculum of preschool education. The psychology curriculum of preschool education is fully guided by "task" and "project", and its research content is constructed into two major modules, including 10 independent and interrelated teaching projects. In this way, students should be guided to master the necessary basic knowledge and related skills of preschool psychology (Zhang, 2013). Children's games and guidance courses implement Task-Based Learning from five aspects: clear goals, design tasks, create learning situations, assign tasks, teacher guidance tasks, cooperative learning, independent inquiry to complete tasks, and summary evaluation (Zhao,2016).preschool children Social education can implement task-based learning from four aspects: clarifying teaching objectives, formulating operating procedures, organizing implementation, and reflecting and evaluating (Li , 2017).The online teaching design and practice based on task-based learning is carried out in the science education course for preschool children, and four situational tasks and sub-tasks of observation and understanding, design scheme, organization and implementation, evaluation and reflection are designed (Qin, 2021).

As the rationale shown above, the author realizes the importance of studying “Development of Outcome-Based Education and Task-Based Learning Instructional Model to enhance ability of implementing educational activity for undergraduate students”.

Objectives

1. To examine the factors affecting students’ ability of implementing educational activity.
2. To develop outcome-based education and task-based learning instructional model to enhance students’ ability of implementing educational activity.
3. To study the results of outcome-based education and task-based learning instructional model to enhance students’ ability of implementing educational activity.

Material and Method

Literature review

Outcome-Based Education

Background

At present, paying attention to the cultivation of teachers, and comprehensively guaranteeing and improving the quality of teacher training professionals has become a topic of concern in all countries in the world. Therefore, the evaluation of education quality finally focuses on "student learning outcomes, effects and abilities" (King & Evans,1991). To adapt to the development of the times, colleges and universities in various countries have carried out education and teaching reforms one after another. Student-oriented and ability-based have become the focus of education and teaching reform in colleges and universities. "OBE was proposed by American scholar William G. Spady in 1981. Macleans and Garth (2002) believed that OBE is a special curriculum system that supports students and teachers to share Learning responsibility, while integrating the education system with social and economic development plans. Macleans and Garth (2002) proposed that outcome-oriented education can help improve the quality of classroom teaching in colleges and universities and enhance students' abilities. Davis (2003) stated that in Outcomes-Based Education in this approach, curriculum decisions are driven by the learning outcomes that students should demonstrate at

the end of the course. Malaysian Qualifications Agency (2013) proposed that Outcomes-Based Education starts with an explicit focus on high quality, and ultimately demonstrate the context of important learning outcomes, and organize everything in the education system around what is necessary for all students to be able to do successfully at the end of their learning experience. Tungpalan and Antalán (2022) states that Outcome-Based Education It focuses on what students can do after completing their studies. It can be seen that OBE focuses on students' learning outcomes, effects and abilities. This concept and model are very suitable for the needs of current college education reform and personnel training.

Theory

Goal Education Theory

European and American scholars have paid attention to the inconsistency and asynchronous contradiction between what teachers teach and what students learn. It can be traced back to 1860, when Herbert Spencer proposed the goal theory of educational planning according to the classification of human behavior. In 1924, Johann Friedrich Herbart put forward the curriculum plan and expounded the importance of teaching behavior guided by the goal. In 1949, Frederick Winslow Taylor further deepened the application of curriculum design and teaching strategy concepts in educational goals, and raised four basic questions: 1) What is the educational goal that the school wants to achieve; 2) How is it? Learning experience can achieve the preset educational goals; 3) How to effectively organize the learning experience to achieve the established teaching goals; 4) How to effectively evaluate the learning experience. The educational goal principle demonstrated by Taylor is widely used in curriculum theory and becomes the theoretical source of curriculum design model. Benjamin Bloom made further research, and he put forward the theory of classification of goal development, and the expression of educational cognition concept became the scale of OBE achievement description (Shen et al.,2016; Wang,2019).

Competence-based education

In the curriculum reform movement in the United States in the 1960s, people attributed dissatisfaction with the quality of education to teachers' lack of education and teaching ability. This calls for a reform of teacher education to improve teachers' competencies related to teaching effectiveness. In 1967, competency-based education came into being. In the past 20 to 30 years, Western countries such as the United States, Britain, and Australia are implementing it. Competence-based education has become the direction of the current world vocational education curriculum reform. (Huang & Xu, 2000).

Competency-based education emphasizes the identification, learning and application of the competencies required for an occupation or post in terms of teaching objectives, and takes the attainment of the competency requirements for a certain occupation as the teaching objective; in terms of curriculum development, it focuses on competency as the teaching unit, and the design of the curriculum is based on occupational analysis; in terms of the structure of the curriculum, the curriculum plan adopted is one that extracts and reassembles the corresponding contents from the teaching materials of multiple disciplines according to the needs of specific occupations and posts. In terms of curriculum structure, the curriculum program is based on the needs of specific vocational positions, and the corresponding contents are extracted from multidisciplinary teaching materials and reassembled, which is flexible and targeted; as for teachers, in competency-based education, the learning of learners is the main focus, and the teaching of teachers is complementary, which focuses on learning rather than teaching; in terms of evaluation and feedback, the evaluation is based on the standard of competency, and the method of establishing a system of objectives is adopted, and the feedback is timely Therefore, Outcomes-Based Education provides important theoretical guidance and practical strategies for case-based learning. (Huang & Xu, 2000).

Roles of Teachers and Students

Roles of teachers

In outcome-based education, teachers are the overall designers who need to formulate curriculum objectives, select curriculum content, implement and then evaluate the curriculum based on students' professional ability.

Roles of students

In outcome-based education, students are the executors, and only by actively participating in learning according to the curriculum set by teachers can students achieve the expected learning goals.

Strengths and Weaknesses of Outcome-Based Education (OBE)

Strengths of Outcome-Based Education (OBE)

OBE directly conveys the learning outcomes of educational programs, and students can clearly locate their learning goals and self-test their learning results. OBE attaches great importance to the cultivation of students' ability and urges teachers to constantly reform their teaching ideas and education level.

Weaknesses of Outcome-Based Education (OBE)

OBE attaches great importance to the cultivation of students' ability, which easily leads to teachers only paying attention to the cultivation of students' ability and neglecting the cultivation of students' professional principal knowledge and professional emotion.

The acquisition of OBE ability is produced in the process of designing various practical contents, that is, tasks and students' active completion of tasks. Each course teacher assigns various practical tasks in combination with the course, which easily leads to the phenomenon that students have too much homework to complete.

Task-Based Learning

Background

Task-based learning originated from the communicative approach. From 1979 to 1984, Prabhu carried out a communicative English teaching experiment called "Bangalore Project" in primary schools in the Bangalore area of southern India. For the first time, "tasks" were used as the main way of classroom activities, guiding students to complete tasks. Participate in communicative activities in different forms and acquire the necessary knowledge and ability for language communication (Duan, 2010). Based on this teaching experiment, he proposed the concept of "task-based teaching" in 1987. Afterwards, a task-based syllabus emerged (Nunan, 1987; Yalden, 1987). In the 1990s, the exploration of task-based teaching theory and practice gradually became a hot spot, and the late 1990s was even called "the age of tasks". At the beginning of the 21st century, Ellis (2003) had made a theoretical compilation and summary of task-based teaching and proposed a new teaching model-phase-by-phase task-based teaching, which marks that the research on the theoretical model of task-based learning has entered a new stage.

Task-based learning refers to the learning of teaching content through tasks in the teaching process. Teachers design tasks and use them as clues. During the process of completing tasks, students ask questions, think independently, explore, cooperate in groups, and give advice from teachers. Finally, to solve the problem, students master the teaching content through "learning by doing" and develop the ability to analyze and solve problems. Therefore, it is a teaching method that is task-based, teacher-led, and student-centered (Zhang, 2013); TBL refers to completing interactive tasks through real communication. rather than the teaching of a series of language projects (Rozati, 2014). TBL is a language teaching method that encourages learners to do things in the target language (Huang, 2016); TBL is a language teaching method in which students learn to communicate by completing tasks (Bunmak, 2017); task-based learning can help students to Putting oneself in a real world situation, such as oral communication, whose function is to accomplish certain tasks, is a different approach to language teaching (Nurhayati, 2019).

Constructivist theory

Constructivism was first proposed by the famous Swiss psychologist Piaget. He believes that learners' cognition of the external world is the result of the joint action of internal

and external factors. In the process of interacting with the external environment, their own knowledge structure is developed. The learner-environment interaction involves two basic processes: assimilation and accommodation. In the process of assimilation and adaptation, learners constantly enrich and develop their knowledge structure through "balance-imbalance-new balance". Based on Piaget's theory, Kohlberg, Sternberg and Katz supplemented the constructivist theory, emphasizing the key role of individual initiative in the process of knowledge system construction (He,1997).

Constructivism theory holds that "situation", "collaboration", "conversation" and "meaning construction" are the four elements in the learning environment. Emphasize the leading role of teachers in the learning process, as the inspiration, helper, and facilitator of learning, while students are the main body of learning and the active builders of knowledge structure, and textbooks are the objects for students to actively construct knowledge systems in the learning process, the media creates an environment for students and is a tool for students to actively recognize (Zhang,2014). TBL emphasizes that students acquire knowledge and abilities in the process of actively participating in the completion of tasks. The theory of constructivism provides theoretical support and practical strategies for task-based learning.

Multiple Intelligences Theory

The invention of IQ test by French psychologist Alfred Binet in 1900 was regarded as the greatest achievement in psychology. On this basis, scholars expanded the concept of intelligence. In 1983, H. Gardner, a famous American developmental psychologist, put forward the theory of multiple intelligences, in which he believed that "intelligence can be learned and improved in life" (Gardner, 1983). There are eight main types of intelligences, and each of them has an equally important role in the process of individual development. Whether these intelligences possessed by human beings can be developed or not, the environment and education play a crucial role (Zhang, 2014). Each student has his/her own advantageous and disadvantageous intelligence areas, and teachers should design systematic tasks according to students' characteristics and evaluate students diversely. TBL focuses on students' knowledge and ability improvement in the process of solving tasks, so the theory of multiple intelligences provides theoretical support and practical strategies for task-based learning.

Humanistic Theory

Humanistic educational thinking, represented by Maslow and Rogers, emerged in the West in the 1960s, when the management idea of "human-centeredness" was applied to the education sector, forming humanistic educational thinking. Maslow believed that the internal mechanism of human growth is motivation, the psychological basis of motivation is need, and the fulfillment of need "is the most important and the only principle that constitutes the healthy development of all human beings", so the value of Maslow's humanistic thought is reflected in the fulfillment of human's self-needs. Therefore, in the teaching process, it is necessary to give full play to human potential, focus on emotional education, and establish an equal and free relationship between teachers and students, so that students can develop in the direction of self-fulfillment. (Zhang,2014)

Adopting the task-based learning method, students adjust their knowledge structure in the process of completing the task, which is a process of active exploration and emphasizes more on students' feelings. Comfortable learning environment, good teacher-student and student-student relationship, and happy emotional experience allow students to perfect their personality while acquiring knowledge. Therefore, humanistic theory also provides theoretical support and practical strategies for task-based learning. (Zhang,2014)

Material and Method

This research used mixed method of research. This research is divided into 3 phases.

Phase 1 Factors affecting ability of implementing educational activity of Undergraduate Students by table 1

Table 1 Summary how to conduct research from Phase 1

Topics	Details
Research process	Analyze the internal factors and external factors from the students and the lecturers
Research objective	To examine the factors for ability of implementing educational activity of undergraduate students.
Conduct research	Designing instrument 1 (The questionnaire for students) Designing instrument 2 (The interview for the lecturers) Assess the validity by 5 experts
Target group	1: 135 former students from 3 colleges in in Guangxi City. 2: 3 lecturers who are teaching preschool Children Social Education course from 3 colleges in Guangxi City.
Instrument	1.Questionnaire for students / 2. The interview for the lecturers
Data analysis	1.Descriptive Statistics i.e., Frequency, mean ($\bar{X}$) standard deviation (SD.) for questionnaires 2.Content analysis for interview
Output	Factors affecting ability of implementing educational activity Of Undergraduate Students.

Table 2: Summary how to conduct research from Phase 2

Topics	Details
Research process	Analyze from the 3 experts
Research objective	To develop Outcome Based Education and Task Based learning Instructional Model to enhance students' ability implementing educational activity
Conduct research	Design handouts to the principles and rationality, goals, content, teaching methods and materials and evaluation of Outcome-Based Education and Task-Based Learning Instructional Model.
Target group	By 3 experts through Item-Objective congruence (IOC) according to the criteria.
Instrument	The handouts for 3 experts through Item-Objective congruence (IOC)
Data analysis	Descriptive analysis i.e. frequency and percentage
Output	Outcome-based education and task-based learning instructional model the appropriateness of which is confirmed by experts for further implementation.

Table 3 Summary how to conduct research from Phase 3

Research process	Analyze the result of outcome-based education and task-based learning instructional model to enhance students' ability of implementing educational activity.
Research objective	To study the results of outcome-based education and task-based learning instructional model to enhance students' ability of implementing educational activity.
Conduct research	Design lesson plan and rubric scoring based on Outcomes-based education and task-based learning instructional model.

Results and Discussion

In the study of “Development of Outcome-Based Education and Task-Based Learning Instructional Model to Enhance Ability of Implementing Educational Activity for Undergraduate Students”, the researcher studied the documents concerning the following.

Objective 1: To examine the factors affecting students' ability of implementing educational activity in Guangxi City.

Objective 2: To develop Outcome-Based Education and Task-Based Learning instructional model to enhance ability of implementing educational activity for undergraduate students at Baise university.

Objective 3: To examine the effects of implementing Outcome-Based Education and Task-Based Learning instructional model to enhance ability of implementing educational activity for undergraduate students at Baise university.

The Common data of the respondent in overall (n=75)

The common data of the respondent in overall the most gender is female, 92.0%. The most age is 21-23, 57.3%.

The result of questionnaire from students in overview (n=75)

Indicates that internal factors affecting ability of implementing educational activity for undergraduate students in Guangxi city overall found at high level ($\bar{x}=4.44$). Considering only each item, it was found that factor 1 Students realize the importance of ability of implementing educational activities in the "preschool children social education " course and firmly believe that improving ability of implementing educational activities will be of great help to future growth and career development. and 3 Students who can communicate better through task orders will also perform better academically as well as in work settings because communication skills are very important when you want to get your point across effectively. "Are the highest mean ($\bar{x} = 4.48$), follow factor by 4 Learning new skills and acquiring new knowledge are two very important aspects of life that learners should be able to enjoy. Using teaching material can acquire these skills and also develop their knowledge through various tasks that are available online. These tasks offer students the opportunity to learn about various topics that are interesting and useful for their respective fields of work or studies. ($\bar{x}= 4.47$) and the fewest mean is factoring 6 Students believe that the extracurricular homework or tasks assigned by teachers can help them better apply and internalize the knowledge learned in class." ($\bar{x}= 4.39$).

For external factors affecting ability of implementing educational activity for undergraduate students in Guangxi city overall found at high level ($\bar{x}= 4.48$). Considering only each item, it was found that factor 8 Teachers have sufficient implementing educational activities knowledge and skills and can effectively transfer these skills to students. ($\bar{x}= 4.50$). follow by factor 9 Teachers have sufficient implementing educational activities knowledge and skills and can effectively transfer these skills to students. is the highest mean ($\bar{x}= 4.49$), and the fewest mean is factor 7 According to the verity activities, tasks and goals of implementing educational activity teachers emphasize peer influence, practical experience and summary feedback and about evaluation such as self-evaluation, other evaluation, teacher evaluation, etc. to objectively evaluate students' learning performance and learning outcomes. ($\bar{x} = 4.40$).

The lecturers interview analysis results

The amount of lecturers' university

From 1 lecturer, work on Guangxi Normal University of Science and Technology

From 1 lecturer, work on Yulin Normal University

From 1 lecturer, work on Baise University

The common data of the respondents in Guangxi city. The most gender is female, 66.7%, the most Experience teaching is over 9 yrs., 66.7%, the most age is over 35 yrs., 66.7%.

Interview Lecturers Results

After the results from interview with the 3 lecturers, the factors affecting students' learning achievement can be concluded as follows.

Internal factors

Psychological or Physical

The three teachers believed that a teacher's enjoyment and excellence in teaching “ preschool children social education ” would affect the students' ability of implementing education activity, because the teacher's enjoyment would motivate students to put more effort into studying the course, which would result in greater growth for the students; as well as, the teacher's health, social cognition, and social behaviors would affect the achievement of the students' ability of implementing education activity ,because health is the most basic guarantee for teachers to carry out normal teaching; in teaching, teachers' cognitive orientation to the curriculum affects the students' attention, effort and interest in the curriculum; Teachers' calm and peaceful social behavior will make students feel that the teacher is a good person to get along with, and thus they will be more interested in communicating with the teacher about their course work , which affect the outcomes on ability of implementing education activity for students.

Knowledge or skill

Regarding knowledge, the lecturers in the interviews agreed that will be better able to teach the subject when teachers have a wealth of knowledge related to preschool children social education, thus helping students to acquire the ability of implementing education activity.

Regarding skill, the lecturers in the interviews thought that skill is equally important, because skill plays an important role in motivating the students to participate in learning the course of "preschool children social education" and develop the ability of implementing education activity. the lecturers in the interviews often use positive words to encourage and praise students, give students extra credit for good behavior, listen patiently to students' ideas, trust and tolerate students, and give students opportunities to perform in their classrooms and through the use of these techniques, students are more willing to participate in learning.

Attitude

Three lectures in the interviews mentioned that teachers' beliefs, teachers' ideas, teachers' practices, and teachers' attitudes affect students' ability to implement educational activities. In particular, teacher attitudes, the interviewed lectures believed that when teachers take the teaching of the course seriously, which will make the students feel that the course is very important for the formation and enhancement of their professional competence and future vocational competence, and thus they will also take the course more seriously.

Teachers' attitudes are also reflected in their assessment of students, and the interviewed lecturers believe that teachers need to look at students' learning objectively and fairly. Therefore, teachers can evaluate students' enthusiasm and initiative in class participation; evaluate students' group cooperation and communication in class; evaluate students' completion of coursework and practical training outside class; and carry out students' self-assessment and mutual evaluation.

External factors

Method of teaching

In the interview when the lecturers were asked: How do you think about the teaching method that combines the "outcome-based education" and the "Task-based learning" instruction mode in the “preschool children social education”? The interviewed lecturers mentioned that both the "Outcome-Based Education" instruction model and the "Task-Based Learning" teaching model are conducive to providing students with the ability of implementing education activity. "outcome-based education" is a method from focusing on the outcomes to reverse designing the process, in which the teachers should first be clear about the ultimate goal of the courses they teach, the abilities they can help the students to achieve, and then think about what kind of content to design, how to carry it out, and how to evaluate it so as to ultimately help the students to form the abilities they need.

"Task-based learning" requires that the teachers be clear about what the ultimate goal of the task is and what is to be done by the task before assigning the task to the students. What is the ultimate goal of the task, from the goal to think about what kind of task to design, how to implement, how to evaluate? Therefore, the teaching method of combining the teaching mode of "outcome-based education" and "task-based learning" requires teachers to analyze the

objectives of the course content and tasks in the first step; in the second step, to design the content and tasks in combination with the objectives; in the third step, to carry out the teaching and tasks; and in the fourth step, to evaluate them.

Materials

Regarding teaching materials, all three lecturers mentioned in the interview that teaching materials are very important for students to improve their corresponding abilities. Therefore, when teaching the course "preschool children social education ", they tend to choose teaching materials with the following characteristics: they cover cutting-edge knowledge of professional development, they cover contents closely related to students' future careers, they can effectively support the development of students' corresponding professional abilities, and they can stimulate students to develop their professional abilities. It can effectively support the development of students' professional competence, stimulate students' exploration, and mobilize their desire to learn.

Environment

Regarding the environment, all three lecturers mentioned that a classroom environment full of praise and incentives, timely feedback from teachers, relaxed and flexible classroom management, clean, tidy and comfortable classrooms are conducive to increasing students' participation and sense of achievement in the classroom; and classroom arrangements such as appropriate class sizes, beautiful and logically logical textbooks, clear and explicit teaching objectives, teaching tasks, and a wealth of classroom-related books, Internet resources affect students' ability to implement educational activities.

After analyzing data collected from both groups of informants, the researcher synthesizes those factors dividing them into 2 main types – internal and external factors. the internal factors affecting the ability of implementing education activity for undergraduates in Guangxi city are prevalent in that students realize that the ability of implementing educational activity is important and that the ability is closely related to their future life and career development, so they need to take their studies seriously. Good preparation for teaching, teachers and students can actively participate in teaching. Teachers need to consciously collect a large amount of learning materials, need to know more knowledge before teaching students, carefully designed tasks, know the skills to effectively transfer knowledge to students.

As for the external factors affecting the ability of implementing education activity for undergraduates in Guangxi city, it is generally believed that teachers' teaching methods, teaching materials, and the environment are closely related to the ability of students to implement educational activities. Teachers' teaching methods can motivate students to actively participate in learning activities; teaching materials that are closely related to students' vocational abilities can make students realize the importance of the course; loose and flexible classroom management, positive verbal encouragement and timely feedback can give students a platform for bold performance. The relaxed and flexible classroom management, positive verbal encouragement and timely feedback create a platform for students to express themselves boldly.

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